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ABSTRACT

The document contains the final report of the Harleyville (South Carolina) Early Learning Program (Project HELP), a 3 year model demonstration project to serve three young children with developmental delays or special needs, and their families, in a rural, multicultural environment. The first eight sections describe the activities and outcomes of fiscal year 1980-81 in the following areas: direct and supplementary services for children, parent/family participation, assessment of child progress, inservice training for project staff, training for personnel from other programs and agencies, demonstration and dissemination activities, coordination with other agencies, and continuation and replication. A ninth section summarizes the intent of the program, the continuing need for preschool special education in the geographic areas addressed, and those program approaches and aspects which were determined to be most effective and necessary in meeting the defined needs. Appendixes, which make up the bulk of the document, include sample forms, classroom program evaluation reports, parent satisfaction questionnaire responses, and results of South Carolina statewide school readiness testing. (SB)

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THIRD ANNUAL PROGRAM PERFORMANCE REPORT

For the Project Entitled

"MODEL DEMONSTRATION PROGRAM
FOR PRESCHOOL AND EARLY EDUCATION
OF HANDICAPPED CHILDREN
IN A PUBLIC SCHOOL"

Grant Number: G007800274

Prepared for

U.S. OFFICE OF EDUCATION
GRANT AND PROCUREMENT MANAGEMENT DIVISION
EDUCATION FOR THE HANDICAPPED
400 MARYLAND AVENUE, S. W.
WASHINGTON, D.C. 20202

Submitted by

COASTAL REGIONAL CENTER
STATE DEPARTMENT OF MENTAL RETARDATION
JAMISON ROAD
LADSON, SOUTH CAROLINA 29456

July 1981

EC 142104

PART II

THIRD YEAR PERFORMANCE REPORT NARRATIVE

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INTRODUCTION

This is the third annual, and final, report to the U.S. Department of Education, on the Harleyville Early Learning Program (Project HELP). It was prepared jointly by the Coastal Regional Center's project staff and the subcontractor, Innovative Systems Research, Inc. of Cleveland, Ohio.

The first eight sections describe the activities and outcomes of the Fiscal Year 1980-81, in accordance with the reporting requirements specified by the funding agency. The ninth section summarizes the overall intent of the program, the continuing need for preschool special education in the geographic areas addressed, and those program approaches and aspects which were determined to be most effective and necessary in meeting the defined needs.

(1) DIRECT AND SUPPLEMENTARY SERVICES FOR CHILDREN

1.1 Child Find Activities

Screening and diagnostic services were available on referral throughout the project's third year. Child find was not a major activity, however, due to the uncertainty as to what form the classroom program would take on after the three-year federal funding period.

Five children were referred in October and November 1980. They were screened using the Learning Accomplishment Profile (the functional assessment instrument employed to measure progress of the children participating in the classroom program). None of the children who were screened were found to be eligible for Project HELP enrollment.

1.2 Follow-up With Previous Students

The social worker and Project Director provided ongoing services for previous Project HELP participants. These took the form of periodic home consultation visits, classroom observation, and advisory assistance to the children's teachers.

The follow-up services were provided for four children enrolled in one of the school's two regular first grades at the beginning of the third year.

At the end of the 1980-81 school year, three of the four first graders were promoted to second grade. The fourth was kept at the first grade level for the following year.

1.3 Kindergarten Classroom Program

Project HELP's summer program was again held at the Coastal Center's campus, where a wide variety of activities were available for the children. When the 1980-81 school year began, three project participants were enrolled in the mainstreamed kindergarten program, and one in a special education class for trainable mentally retarded children. The preparatory class was not necessary this year since all of the children were determined to be ready for kindergarten.

The Project HELP teacher and aide were assigned to the kindergarten class. The school's child study team provided speech therapy for two of the project's students, and the social worker continued to provide parent consultation and training in the children's homes.

The classroom program was basically the same as in the project's second year. No significant changes were made to either the daily schedule or the curriculum. The Habilitation Plan (i.e., IEP) was revised slightly. A new form for recording child progress on a daily and monthly basis was implemented. Copies of these forms are provided as Appendix A.

1.4 Evaluation of Classroom Program

An Early Childhood Education Consultant from the High/Scope Educational Research Foundation conducted two, two-day site visits to observe the classroom activities and develop recommendations for improvement. Her two field reports are provided as Appendix B. They indicate a very positive evaluation of Project HELP's implementation of the Preschool Cognitive Curriculum and the competence exhibited by the staff in interacting with the children. Recommendations were provided for planning and implementing small group activities and one-to-one interaction between teachers and students. The High/Scope consultant prepared a suggested staff training outline in accordance with her observations and recommendations, and notified the Project Director that she would be acknowledged as a trainer for other High/Scope adoption sites upon completion of the recommended training program.

(2) PARENT/FAMILY PARTICIPATION

2.1 Parent Involvement Activities

The following major parent involvement activities were conducted during the project's third year:

1) Periodic home visitation by the social worker - Counseling and training sessions were scheduled with the families of all project children in both the kindergarten and first grade classes.

2) Classroom observation by parents of kindergarten participants - The observation guidelines and form provided for parents' use are contained in Appendix C.

3) Parent representation on the Project HELP Advisory Council - Two parents participated in the Council's monthly meetings.

4) Monthly parent/teacher meetings - The Project HELP parents participated in the regular monthly meetings held at the school for all parents of kindergarten students. They commented individually to the Project Director that this "mainstreaming" made them feel more comfortable about their children than they had when segregated from the parents of non-handicapped children. The staff also observed the parents' increased confidence in speaking to groups and discussing their children's progress.

5) Inservice training - A parent advocacy training workshop was held on September 23, 1980. At least one parent of each of the Project HELP students attended. Figure 1 presents the program schedule.

6) Consultation by request - The Project Director and classroom staff responded to parents' requests for information and consultation throughout the year, via telephone and office visits.

2.2 Parent Satisfaction

The parents of the kindergarten participants were requested to respond to the Parent Questionnaire--Satisfaction with Project

PROJECT HELP

PARENT ADVOCACY TRAINING WORKSHOP

" EDUCATION FOR ALL "

HOLIDAY INN
St. George, South Carolina

September 23, 1980

Sponsored By
Project HELP

S.C.D.M.R. Coastal Center
Jamison Road
Ladson, South Carolina 29456

Jenkins Hill Elementary School
Rt. 2, Box 196
Harleyville, South Carolina 29448

TUESDAY, SEPTEMBER 23, 1980

7:30 - 8:00 - REGISTRATION/COFFEE

8:00 - 8:45 - WELCOME
- Dr. Maxcey B. O'Tuel, Superintendent
Dorchester County School Dist. Three

- Dr. Erbert Cicenia
S.C.D.M.R. Coastal Center
Ladson, South Carolina

OPENING SESSION _ Film
" EDUCATION FOR ALL "
Julie Baker, Social Worker

8:45 - 9:45 - PANEL DISCUSSION
THEME: Learning to Grow with a Special Child through School and Health Care Agencies.

PARENTS OF SPECIAL NEEDS CHILDREN

9:45 - 10:00 CLOSING SESSION - Film
Julie Baker, Social Worker

FIGURE 1

HELP form. The social worker was responsible for administering the questionnaire. She completed one form with one of the children's parents. They seemed restrained in their responses, however, because of the social worker's relationship to the project. It was decided, therefore, to request the other parents to complete the forms and mail them to the evaluator themselves, unless they requested otherwise. Unfortunately, only one was actually submitted by a parent.

The two questionnaire responses received were very positive with respect to both the services to children and the parent involvement activities. Copies of both sets of responses are provided as Appendix D. It can be seen that these parents felt they and their children had benefitted from their Project HELP experience. Verbal praise, and no real criticism, was received from all project parents.

(3) ASSESSMENT OF CHILD PROGRESS

Third year progress assessment data was generated for only the three children enrolled in the mainstreamed kindergarten class at the Jenkins Hill School. The Learning Accomplishment Profile (L.A.P.) was again used as the assessment instrument, as well as a basis for IEP development and monitoring. While some scoring discrepancies are evident, the L.A.P. data provides a good general indication of the children's progress during their enrollment in Project HELP.

The L.A.P. scores were converted into average rates of development in each of the seven skill areas assessed. The average rate of development is computed by dividing the child's developmental age according to the L.A.P. by his chronological age. A score of +1.00 represents the "normal average rate." A negative rate indicates a lower interim or post-test L.A.P. score than measured at a previous assessment time.

Tables 1, 2 and 3 present the L.A.P. results for each of the three third-year kindergarten students. Their data for each assessment period since enrollment in Project HELP are reflected for comparison purposes. The results are presented in terms of average rates of development for each interval of time between testing. The very last row of numbers on each page indicates the difference between the birth-to-pretest-rate and the birth-to-posttest-rate for the given skill area. The characters in parentheses under each of these numbers indicate whether or not the long term objectives established in the child's IEP were met, as determined by the Project HELP classroom teacher.

The negative and relatively small changes recorded for child P.S. are attributed to his frequent absence and hospitalization for serious medical problems through his three years in the project.

K.W. was enrolled in the project for two years. His overall rate of progress for both years was relatively high and all of his long term objectives were met. By the end of his second year, his self help scores were at least "normal," and his scores in each of the other skill areas were close to "normal," with social skills showing the greatest need for improvement.

Child F.M. exhibited progress in all areas except gross motor and fine motor skills. During his third year of enrollment, his progress rate was at least "normal" in writing, language, and cognitive skills, but had regressed in the area of fine motor skills. His long term objectives were met for all but gross motor and fine motor skill areas.

Table 4 presents each Project HELP student's average rate of development from birth to enrollment and from enrollment to post-test, as measured by the L.A.P. The enrollment period varied by child, so the interval between testing is indicated next to each child's initials. More than half of the children exhibited developmental rates of "normal" or higher in all skill areas except language, for the period of their participation in the classroom program. Two to four children in each skill area exhibited a lower rate of progress than their average rate determined at pre-test. One child actually scored lower at post-test than at pre-test in language, and another scored lower in cognitive skills. It is assumed that this is due to extraneous factors during the assessment process.

Table 5 presents each child's average rate of development from birth to enrollment and from birth to post-test, as measured by the L.A.P. More than half showed an increase greater than ten percent in the gross motor skills area. Overall progress was lowest in the language skills area, with no one increasing their average rate since birth more than ten percent, and four exhibiting a lower average rate than at pretest.

TABLE 1
PROJECT HELP
CHILD PROGRESS ASSESSMENT - AVERAGE RATES OF DEVELOPMENT

(1.0 - Normal Rate of Development as measured by the Learning Accomplishment Profile)

Child's Name: P.S.
Date of Birth: December 2, 1974
Date of Adm. to Project HELP: November 1978

Interval Between Tests	L.A.P.--GROSS MOTOR			L.A.P.--FM--WRITING			L.A.P.--SOCIAL			L.A.P.--SELF HELP		
	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change
10/78 to 6/79	0.45*	0.00	-0.45	0.49*	0.00	-0.49	0.49*	0.13	-0.36	0.51*	0.00	-0.51
6/79 to 9/79 (12/79)	0.00	0.00	0.00	0.00	0.00	0.00	0.13	2.00	+1.87	0.00	(0.67)	+0.67
9/79 (12/79) to 5/80**	0.00	0.25	+0.25	0.00	-0.38	-0.38	2.00	0.38	-1.62	(0.67)	(-0.20)	-0.87
5/80 to 6/81**	0.25	0.08	-0.17	-0.38	0.77	+1.15	0.38	0.69	+0.31	(-0.20)	1.15	+1.35
Rate from birth to last test		0.30			0.38			0.53			0.53	
CHANGE FROM PRE-TEST RATE:		-0.15 (-LTO)			-0.11 (-LTO)			+0.01 (+LTO)			+0.02 (+LTO)	

*Indicates rate of development from birth to pre-test (first test indicated).
**P.S. was hospitalized during much of this interval.
(+LTO) = Longterm IEP objective accomplished.
(-LTO) = Longterm IEP objective not accomplished.

TABLE 1 (cont'd)
PROJECT HELP
CHILD PROGRESS ASSESSMENT - AVERAGE RATES OF DEVELOPMENT

(1.0 - Normal Rate of Development as measured by the Learning Accomplishment Profile)

Child's Name: P.S. (cont.)

Interval Between Tests	L.A.P.--LANGUAGE			L.A.P.--FINE MOTOR			L.A.P. COGNITIVE		
	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change
10/78 to 6/79	0.38*	0.38	0.00	0.51*	0.50	-0.01	0.45*	0.38	-0.07
6/79 to 9/79 (12/79)	0.38	(-0.50)	-0.88	0.50	-0.33	-0.83	0.38	-2.33	-2.71
9/79 (12/79) to 5/80**	(-0.50)	(0.00)	+0.50	-0.33	0.75	+1.08	-2.33	0.13	+2.46
5/80 to 6/81**	(0.00	0.38	+0.38	0.75	0.69	-0.06	0.13	0.46	+0.33
Rate from birth to last test		0.29			0.53			0.30	
CHANGE FROM PRE-TEST RATE:		-0.09 (-LTO)			+0.02 (-LTO)			-0.15 (+LTO)	

* Indicates rate of development from birth to pre-test (first test indicated).
** P.S. was hospitalized during much of this interval.
(+LTO) = Longterm IEP objective accomplished.
(-LTO) = Longterm IEP objective not accomplished.

TABLE 2 - PROJECT HELP
CHILD PROGRESS ASSESSMENT - AVERAGE RATES OF DEVELOPMENT

(1.0 - Normal Rate of Development as measured by the Learning Accomplishment Profile)

Child's Name: K.W.
Date of Birth: Nobember 12, 1974
Date of Adm. to Project HELP: October 31, 1979

Interval Between Tests	L.A.P.--GROSS MOTOR			L.A.P.--FM--WRITING			L.A.P.--SOCIAL			L.A.P.--SELF HELP		
	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change
11/79 to 5/80	0.80 *	1.00	+0.20	0.90 *	1.00	+0.10	0.70 *	2.00	+1.30	0.70 *	4.00	+3.30
5/80 to 6/81	1.00	1.38	+0.38	1.00	0.92	-0.08	2.00	1.00	-1.00	4.00	----	----
Rate from birth to last test		0.91			0.91			0.84			(1.00)	
CHANGE FROM PRE-TEST RATE:		+0.11 (+LTO)			+0.01 (+LTO)			+0.14 (+LTO)			(+0.30) (+LTO)	

* Indicates rate of development from birth to pre-test (first test indicated).
(+LTO) = Longterm IEP objective accomplished.

TABLE 2 - CONT'D

PROJECT HELP

CHILD PROGRESS ASSESSMENT - AVERAGE RATES OF DEVELOPMENT

(1.0 - Normal Rate of Development as measured by the Learning Accomplishment Profile)

Child's Name: K.W. (cont.)

Interval Between Tests	L.A.P.--LANGUAGE			L.A.P.--FINE MOTOR			L.A.P. COGNITIVE		
	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change
11/79 to 5/80	0.85*	-0.50	-1.35	0.70*	2.00	+1.30	0.80*	2.00	+1.20
5/80 to 6/81	-0.50	1.85	+2.35	2.00	1.38	-0.62	2.00	0.92	-1.08
Rate from birth to last test		0.91			0.91			0.91	
CHANGE FROM PRE-TEST RATE:		+0.62 (+LTO)			+0.21 (+LTO)			+0.11 (+LTO)	

*Indicates rate of development from birth to pre-test (first test indicated).

TABLE 3 - PROJECT HELP
CHILD PROGRESS ASSESSMENT - AVERAGE RATES OF DEVELOPMENT

(1.0 - Normal Rate of Development as measured by the Learning Accomplishment Profile)

Child's Name: F.M.
Date of Birth: August 7, 1975
Date of Adm. to Project HELP: October 1978

Interval Between Tests	L.A.P.--GROSS MOTOR			L.A.P.--FM--WRITING			L.A.P.--SOCIAL			L.A.P.--SELF HELP		
	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change
10/78 to 6/79	0.95*	0.50	-0.45	0.95*	0.00	-0.95	0.92*	0.62	-0.32	0.82	1.37	+0.55
6/79 to 5/80	0.50	2.36	+1.86	0.00	1.64	+1.64	0.62	2.45	+1.83	1.37	2.18	+0.81
5/80 to 6/81	2.36	0.00	-2.36	1.64	1.38	-0.26	2.45	0.00	-2.45	2.18	0.00	-2.18
Rate from birth to last test		0.94			1.03			0.96			0.94	
CHANGE FROM PRE-TEST RATE:		-0.01 (-LTO)			+0.08 (+LTO)			+0.04 (+LTO)			+0.12 (+LTO)	

*Indicates rate of development from birth to pre-test (first test indicated).
(+LTO) = Longterm objective accomplished from IEP.
(-LTO) = Longterm objective not accomplished from IEP.

TABLE 3 - cont'd
PROJECT HELP
CHILD PROGRESS ASSESSMENT - AVERAGE RATES OF DEVELOPMENT

(1.0 - Normal Rate of Development as measured by the Learning Accomplishment Profile)

Child's Name: F.M. (cont.)

Interval Between Tests	L.A.P.--LANGUAGE			L.A.P.--FINE MOTOR			L.A.P. COGNITIVE			
	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	Rate from Previous Interim	Rate for Present Interim	Change	
10/78 to 6/79	0.95*	0.50	-0.45	0.95*	0.00	-0.95	0.89*	1.00	+0.11	
6/79 to 5/80	0.50	1.27	+0.77	0.00	2.73	+2.73	1.00	1.09	+0.09	
5/80 to 6/81	1.27	1.00	-0.27	2.73	-0.92	-3.65	1.09	0.92	-0.17	
Rate from birth to last test		0.96			0.77			0.94		
CHANGE FROM PRE-TEST RATE:		+0.01 (+LTO)			-0.18 (-LTO)			+0.05 (+LTO)		

*Indicates rate of development from birth to pre-test (first test indicated).

TABLE 4

AVERAGE RATES OF DEVELOPMENT
FROM BIRTH TO ENROLLMENT AND FROM ENROLLMENT TO POST-TEST
AS MEASURED BY THE LEARNING ACCOMPLISHMENT PROFILE
(1.0 = Normal Average Rate of Development)

			L.A.P.--GROSS MOTOR			L.A.P.--FM--WRITING			L.A.P.--SOCIAL			L.A.P.--SELF HELP		
Child	Interval Between Tests	Months Between Testing	Rate from Birth to Pre-test	Rate from Pre-test to Post-test	Change	Rate from Birth to Pre-test	Rate from Pre-test to Post-test	Change	Rate from Birth to Pre-test	Rate from Pre-test to Post-test	Change	Rate from Birth to Pre-test	Rate from Pre-test to Post-test	Change
B.Ch.	1/79-6/79	5	0.36	0.40	+0.04	0.30	1.20	+0.90	0.36	1.20	+0.84	0.33	0.00	-0.33
R.B.	10/78-4/79*	6	0.78	1.00	+0.22	0.78	---	---	0.78	1.00	+0.22	0.78	1.00	+0.22
M.M.	11/78-5/79	6	0.72	0.00	-0.72	0.63	1.00	+0.37	0.66	0.67	+0.01	0.75	0.67	-0.08
A.N.	10/79-5/80	7	0.77	2.57	+1.80	0.69	3.43	+2.74	0.94	0.14	-0.80	0.47	4.71	+4.24
L.M.	6/79-5/80	11 (8)	0.70	2.36	+1.66	0.42	2.73	+2.31	(0.87)	1.38	+0.51	(0.70)	1.50	+0.80
W.G.	11/78-5/80	18	0.39	1.67	+1.28	0.39	1.33	+0.94	0.39	2.33	+1.94	0.64	0.78	+0.14
D.B.	10/78-5/80	19	1.02	tested above range	---	0.81	0.32	-0.49	0.71	1.26	+0.55	0.85	1.16	+0.31
B.C.	10/78-5/80	19	0.33	1.00	+0.67	0.35	1.26	+0.91	0.58	0.74	+0.16	0.35	0.95	+0.60
E.W.	10/78-5/80	19	0.83	1.37	+0.54	0.75	1.58	+0.83	0.83	1.79	+0.96	1.00	1.26	+0.26
K.W.	11/79-6/81	19 (6)	0.80	1.26	+0.46	0.90	0.95	+0.05	0.70	1.32	+0.62	0.70	(4.00)	+3.30
F.M.	10/78-6/81	32	0.95	0.94	-0.01	0.95	1.13	+0.18	0.92	1.00	+0.08	0.82	1.09	+0.27
P.S.	10/78-6/81	32	0.45	0.09	-0.36	0.49	0.22	-0.27	0.49	0.59	+0.10	0.51	0.56	+0.05
Average Monthly Change in Rage					+0.032			+0.045			+0.027			+0.056

*Scores from 4/79 are not from L.A.P.

AVERAGE RATES OF DEVELOPMENT
FROM BIRTH TO ENROLLMENT AND FROM ENROLLMENT TO POST-TEST
AS MEASURED BY THE LEARNING ACCOMPLISHMENT PROFILE
(1.0 = Normal Average Rate of Development)

			L.A.P.--LANGUAGE			L.A.P.--FINE MOTOR			L.A.P.--COGNITIVE		
Child	Interval Between Tests	Months Between Testing	Rate from Birth to Pre-test	Rate from Pre-test to Post-test	Change	Rate from Birth to Pre-test	Rate from Pre-test to Post-test	Change	Rate from Birth to Pre-test	Rate from Pre-test to Post-test	Change
B.Ch.	1/79-6/79	5	0.19	0.40	+0.21	0.46	0.80	+0.34	0.30	1.00	+0.70
R.B.	10/78-4/79*	6	0.78	1.00	+0.22	0.65	1.67	+1.02	0.78	1.00	+0.22
M.M.	11/78-5/79	6	0.54	0.00	-0.54	0.72	1.17	+0.45	0.54	1.00	+0.46
A.N.	10/79-5/80	7	0.69	1.71	+1.02	0.69	3.43	+2.74	0.51	4.71	+4.20
L.M.	6/79-5/80	11	0.84	-0.55	-1.39	0.74	1.09	+0.35	0.84	0.55	-0.29
W.G.	11/78-5/80	18	0.39	0.67	+0.28	0.48	1.00	+0.52	0.39	1.33	+0.94
D.B.	10/78-5/80	19	0.81	0.32	-0.49	0.71	0.63	-0.08	1.02	-0.32	-1.34
B.C.	10/78-5/80	19	0.33	0.53	+0.20	0.52	0.95	+0.43	0.43	0.63	+0.20
E.W.	10/78-5/80	19	0.75	0.95	+0.20	0.83	1.37	+0.54	0.75	1.89	+1.14
K.W.	11/79-6/81	19	0.85	1.11	+0.26	0.70	1.58	+0.88	0.80	1.26	+0.46
F.M.	10/78-6/81	32	0.95	0.97	+0.02	0.95	0.56	-0.39	0.89	1.00	+0.11
P.S.	10/78-6/81	32	0.38	0.16	-0.22	0.51	0.56	+0.05	0.45	0.09	-0.36
Average Monthly Change in Rate					-0.001			+0.035			-0.034

TABLE 5

AVERAGE RATES OF DEVELOPMENT
FROM BIRTH TO ENROLLMENT AND FROM BIRTH TO POST-TEST
AS MEASURED BY THE LEARNING ACCOMPLISHMENT PROFILE
(1.0 = Normal Average Rate of Development)

			L.A.P.--GROSS MOTOR			L.A.P.--FM--WRITING			L.A.P.--SOCIAL			L.A.P.--SELF HELP		
Child	Age at Pre-test	Interval Between Tests	Rate from Birth to Pre-test	Rate from Birth to Post-test	Change	Rate from Birth to Pre-test	Rate from Birth to Post-test	Change	Rate from Birth to Pre-test	Rate from Birth to Post-test	Change	Rate from Birth to Pre-test	Rate from Birth to Post-test	Change
B.Ch.	99 mos.	1/79-6/79	0.36	0.37	+0.01	0.30	0.35	+0.05	0.36	0.40	+0.04	0.33	0.32	-0.01
R.B.	77 mos.	10/78-4/79	0.78	0.80	+0.02	0.78	---	---	0.78	0.80	+0.02	0.78	0.80	+0.02
M.M.	67 mos.	11/78-5/79	0.72	0.66	-0.06	0.63	0.66	+0.03	0.66	0.66	0.00	0.75	0.74	-0.01
A.N.	70 mos.	10/79-5/80	0.77	0.94	+0.17	0.69	0.94	+0.25	0.94	0.87	-0.07	0.47	0.86	+0.39
L.M.	57 mos.	6/79 (9/79) -5/80	0.70	0.97	+0.27	0.42	0.79	+0.37	(0.87)	0.93	+0.06	(0.70)	0.79	+0.09
W.G.	62 mos.	11/78-5/80	0.39	0.68	+0.29	0.39	0.60	+0.21	0.39	0.83	+0.44	0.64	0.68	+0.04
D.B.	59 mos.	10/78-5/80	1.02	tested above range	---	0.81	0.69	-0.12	0.71	0.85	+0.14	0.85	0.92	+0.07
B.C.	69 mos.	10/78-5/80	0.33	0.48	+0.15	0.35	0.55	+0.20	0.58	0.61	+0.03	0.35	0.48	+0.13
E.W.	48 mos.	10/78-5/80	0.83	0.99	+0.16	0.75	0.99	+0.24	0.83	1.10	+0.27	1.00	1.07	+0.07
K.W.	60 mos.	11/79-6/81 (5/80)	0.80	0.91	+0.11	0.90	0.91	+0.01	0.70	0.84	+0.14	0.70	(1.00)	+0.30
F.M.	38 mos.	10/78-6/81	0.95	0.94	-0.01	0.95	1.03	+0.08	0.92	0.96	+0.04	0.82	0.94	+0.12
P.S.	47 mos.	10/78-6/81	0.45	0.30	-0.15	0.49	0.38	-0.11	0.49	0.53	+0.04	0.51	0.53	+0.02
Average Monthly Change in Rate					+0.006			+0.006			+0.006			+0.007

TABLE 5 (Cont'd)

AVERAGE RATES OF DEVELOPMENT
FROM BIRTH TO ENROLLMENT AND FROM BIRTH TO POST-TEST
AS MEASURED BY THE LEARNING ACCOMPLISHMENT PROFILE
(1.0 = Normal Average Rate of Development)

			L.A.P.--LANGUAGE			L.A.P.--FINE MOTOR			L.A.P.--COGNITIVE			
Child	Age at Pre-test	Interval Between Tests	Rate from Birth to Pre-test	Rate from Birth to Post-test	Change	Rate from Birth to Pre-test	Rate from Birth to Post-test	Change	Rate from Birth to Pre-test	Rate from Birth to Post-test	Change	
B.Ch.	99 mos.	1/79-6/79	0.19	0.20	+0.01	0.46	0.48	+0.02	0.30	0.34	+0.04	
R.B.	77 mos.	10/78-4/79*	0.78	0.80	+0.02	0.65	0.72	+0.07	0.78	0.80	+0.02	
M.M.	67 mos.	11/78-5/79	0.54	0.49	-0.05	0.72	0.75	+0.03	0.54	0.58	+0.04	
A.N.	70 mos.	10/79-5/80	0.69	0.78	+0.09	0.69	0.94	+0.25	0.51	0.90	+0.39	
L.M.	57 mos.	6/79-5/80	0.84	0.62	-0.22	0.74	0.79	+0.05	0.84	0.79	-0.05	
W.G.	62 mos.	11/78-5/80	0.39	0.45	+0.06	0.48	0.60	+0.12	0.39	0.60	+0.21	
D.B.	59 mos.	10/78-5/80	0.81	0.69	-0.12	0.71	0.69	-0.02	1.02	0.69	-0.33	
B.C.	69 mos.	10/78-5/80	0.33	0.38	+0.05	0.52	0.61	+0.09	0.43	0.48	+0.05	
E.W.	48 mos.	10/78-5/80	0.75	0.81	+0.06	0.83	0.99	+0.16	0.75	1.07	+0.32	
K.W.	60 mos.	11/79-6/81	0.85	0.91	+0.06	0.70	0.91	+0.21	0.80	0.91	+0.11	
F.M.	38 mos.	10/78-6/81	0.95	0.96	+0.01	0.95	0.77	-0.18	0.89	0.94	+0.05	
P.S.	47 mos.	10/78-6/81	0.38	0.29	-0.09	0.51	0.53	+0.02	0.45	0.30	-0.15	
Average Monthly Change in Rate					-0.001			+0.004			+0.004	

(4) INSERVICE TRAINING FOR PROJECT STAFF

The Project Director continued to hold bi-weekly administrative and consultative meetings as part of the inservice training program for staff members. These were supplemented by informal discussions with individual staff persons, initiated by either the Director or the individual.

Assessment of staff capabilities and demonstration of new classroom techniques were a major objective of the site visit by the High/Scope Educational Research Foundation's Consultant, reported in Section 1. The observations and recommendations of the Consultant are contained in Appendix B. The Project Director followed up on the identified training needs, through the regular staff meetings and by periodically demonstrating classroom techniques herself.

Ms. Faith Sellers, the Coastal Regional Center Inservice Trainer, continued to consult with the Project Director on a regular basis, to identify training needs and plan inservice activities.

The staff received much formal training during the third year by participating in the presentations and training sessions conducted for other agencies' personnel. The specific activities are described in the following section of this report.

The Project Director received certification as a trainer in the administration of the Learning Accomplishment Profile, from the Chapel Hill Training-Outreach Project. A copy of her certificate is provided as Figure 2.

Following their on-site assessment of the Project HELP classroom program, the High/Scope Foundation invited the Project Director to complete training for certification as a trainer for other agencies implementing their model Preschool Cognitive Curriculum. Mrs. Gregory currently has plans to complete training on her own, following the completion of the federal funding period for Project HELP.

ROSE MARIE B. GREGORY

3849

Certificate Number

has successfully demonstrated competence
in the administration of the

Learning Accomplishment Profile

Diagnostic Edition

Certified by the CHAPEL HILL TRAINING-OUTREACH PROJECT

on the 29th day of October 19 80.

Anne R. Sanford

Anne R. Sanford, Project Director

Rebecca Mckee

Certifying Trainer

303

Trainer Certificate Number

FIGURE 2
LEARNING ACCOMPLISHMENT PROFILE TRAINING CERTIFICATE

Funded by Administration for Children, Youth, and Families, BEH, Office of Education, Department of Health, Education, and Welfare

(5) TRAINING FOR PERSONNEL FROM OTHER PROGRAMS AND AGENCIES

The following workshop was conducted for Dorchester County School personnel, including the project's own staff and other teachers who expected to eventually have Project HELP students enrolled in their classes:

February 20, 1981	A Coastal Regional Center Psychologist conducted inservice training on Behavior Modification, for grade school teachers at Jenkins Hill Elementary School.

The following presentations and training sessions were provided by the Project HELP Director for other agencies:

September 4, 1980	Project HELP's LEA Handicapped Services Workshop was held at the Holiday Inn, St. George, South Carolina.
January 7, 1981	The Project Director conducted needs assessment training for the Harleyville Day Care Center teaching staff.
January 8, 1981	The Project Director conducted needs assessment training for Jenkins Hill Elementary School regular classroom teachers.
January 20, 1981	The Project Director conducted needs assessment training for Ridgeville Day Care Center teaching staff.
January 20, 1981	A workshop was presented at the Harleyville Day Care Center, entitled "Knowledge of Laws and Regulations Related to Education of Handicapped Children."
January 26, 1981	The Project Director conducted needs assessment training for Clay Hill Elementary School regular classroom teachers.

February 4, 1981	The Project HELP team conducted a workshop on training and supervising paraprofessionals, teacher aides, volunteers, and students; for the Harleyville Child Development Center.
February 25, 1981	The Project Directer conducted a workshop on medical concerns with young handicapped children, for the Harleyville Child Development Center.
March 9, 1981	The workshop on medical concerns with young handicapped children was conducted at the Ridgeville Child Development Center.
May 7, 1981	The Project Director conducted a workshop on the role of parents in early childhood education, at the Ridgeville Child Development Center.

Appendix E contains sample feedback from other agencies where training was provided. The "Staff Development Workshop Evaluation" forms at the back of Appendix E contain summaries of the responses to the September 4, 1980, workshop sessions. These responses indicated the need for a systematic assessment of training needs prior to the development of a workshop program for LEA personnel. This was accomplished for each major training program conducted for other agencies during the remainder of the third project year.

(6) DEMONSTRATION AND DISSEMINATION ACTIVITIES

Nine formal project demonstrations were conducted for site visitors during the third year. All were for professionals from other agencies--eight from the local area and one from Cambria Heights, New York. The local visitors represented a private day care center, the Dorchester County Department of Social Services, the Dorchester County Health Department, and the Dorchester County Vocational School. Four Site Visitor Response Forms were received, each praising the project based on their observations and previous experience with staff.

The following formal presentations were given on the dates indicated;

August 5, 1980	The Project Director presented a talk at the SCACUS Workshop 1980 at the College of Charleston. Topic was "An Introduction to Language Development in Infancy."
February 26-28, 1981	The Project Director made a presentation at the SCCEC Conference, Sheraton Hotel, Charleston, S.C. Topic: "Developing a Program for Mainstreaming Preschool Handicapped In a Public School."
March 9, 1981	The Coastal Regional Center In-Service Trainer spoke at the Ridgeville Day Care Center on "Types of Handicapping Conditions."
March 18-20, 1981	The Project Director made a presentation at the First Step Preschool Handicapped Conference, Myrtle Beach, S.C. The topic was "Developing a Preschool Program for Mainstreaming Preschool Handicapped In a Public School."
March 23, 1981	The Coastal Regional Center In-Service Trainer made a presentation at Ridgeville Day Care Center on "First Aid."

The following workshop was conducted:

March 18-20, 1981	Workshop entitled "Parenting and the Family", presented at the First Step Preschool Handicapped Institute coordinated by the University of South Carolina, at Myrtle Beach, S.C.

Appendix F contains letters from two of the agencies requesting formal workshop presentations by Project HELP, and commending Mrs. Gregory on the quality of the content and format of the presentation plans.

Project HELP brochures and sample materials were distributed at special programs and conferences attended by the staff throughout the year.

(7) COORDINATION WITH OTHER AGENCIES

The social and human services agency contacts established during the first two program years were maintained. The social worker continued to assist families of Project HELP students and "graduates" in identifying and applying for appropriate financial assistance and support services.

The most intensive efforts with other agencies were concerned with replicating components of the Project HELP model. These are described in the following section of this report.

(8) CONTINUATION AND REPLICATION

The Project HELP staff provided information dissemination, in-service training, and/or child referral services to the following agencies which the Coastal Regional Center considered primary targets for replication assistance:

- Dorchester County School District 3
    - Clay Hill Elementary School
- Other public school districts within the S.C. Coastal Region
- Dorchester County Child Care Centers
    - Ridgeville Center
    - Harleyville Center
- Other County Council Child Care Centers within the S.C. Coastal Region
- Robert Allen Children's Center in Summerville, S.C.
- Harleyville Day Care Center
- Dorchester County Day Care Center
- Preschool program at the College of Charleston
- Head Start Programs within the S.C. Coastal Region

Specific needs were identified for target agencies, and a plan outlined for continued outreach services. Federal funding was requested to enable the Center to continue and formalize the activities through which it is believed that increased numbers and percentages of young handicapped children in rural, disadvantaged, and mixed racial environments would become enrolled and function successfully in public school settings, in accordance with the least restrictive philosophy of education.

Letters were received from two agencies requesting replication assistance. Two letters were received from the Dorchester County Public School District #3 and one other from the Dorchester County Council. Copies of these letters are provided as Appendix G.

The Dorchester School District had decided to continue the Project HELP model kindergarten classroom and parent involvement program components at the Jenkins Hill Elementary School, and requested training services for the new kindergarten teacher to be assigned at the beginning of the 1981-82 school year. In addition, they wished to implement the program at the district's other elementary school--Clay Hill in Ridgeville--and requested Project HELP to provide replication assistance services there. The project staff conducted a preliminary needs assessment and assisted the district in planning their child find effort for the coming school year. (See Appendix H.)

The Dorchester County Council maintains two Community Development Child Care Centers for families eligible for Title XX assistance. The Centers are located in Harleyville and Ridgeville, South Carolina. Both centers have implemented the High/Scope Preschool Cognitive Curriculum for their one hundred and thirty-some non-handicapped children, and are now planning to integrate handicapped children and their families into their program. They requested Project HELP to provide staff training in the areas of mainstreaming preschool age handicapped children and parent/family involvement in the model program; and to prepare their own Teacher Trainer to provide follow-up and future training to the staff in all aspects of the model direct services program.

Project HELP performed a preliminary needs assessment for the County Child Care Centers, and trained the Teacher Trainer in the use of the Learning Accomplishment Profile (LAP). (See Appendix H.)

Unfortunately, federal funding for the planned outreach phase of Project HELP was not received. Notification was received from the U.S. Department of Education, that early childhood special education funding had been reduced to a level making it impossible to continue support for the program.

At this time, the Dorchester County School District is trying to arrange for funds through the State Education Department for a model education program to be available to all local preschool age children. If funded, this program will utilize the Project HELP classroom model and will mainstream handicapped children.

Regardless of whether or not continuation or replication funding is obtained, the Jenkins Hill Elementary School plans to maintain as many aspects of the Project HELP model as possible for their kindergarten classes.

(9) SUMMARY AND CONCLUSIONS

9.1 Overview of the Project HELP Model Services Program

Project HELP was started in 1978 as a three-year model demonstration project under the Handicapped Children's Early Education (BEH). This funding period was completed on June 30, 1981.

Project HELP was designed to serve young children with developmental delays or special needs, and their families, in a rural, multi-cultural environment. The primary goals of the services provided were:

1) To increase the incidence of the entrance of children with special needs into mainstreamed public education programs.

2) To increase the rate of successful functioning of children with developmental delays in public schools, in accordance with the "least restrictive" philosophy of education.

The model encompasses the High/Scope Preschool Cognitive Curriculum. This curriculum, developed by the High/Scope Educational Research Foundation in Ypsilante, Michigan, has been nationally validated through longitudinal research. It is cognitively-oriented and was originally developed for preschool age children with physical, emotional and mild to moderate mental handicapping conditions. It is geared toward preparing such children for eventual participation in the mainstream of public education, and has shown to effectively assist teachers in planning appropriate learning activities for diverse types of students.

The High/Scope Curriculum is based on the premise that developmental change is a basic fact of human existence, but that each individual is also developmentally unique and that there are optimal times for particular kinds of learning. The curricular framework provides for primarily group experiences for children who are functioning at Piaget's "preoperational" level of development. "Active learning" (i.e., learning through self-initiated activity and experiencing of objects, people and events) is seen as a necessary condition for development. The teacher's role is that of a "supporter of development," with the primary objective being that of promoting the child's active learning. As a

participant and observer, the teacher can function in a social context to encourage the child to become involved in experiences that promote and support development. An environment is created in which children will:

- Utilize all of their senses in actively exploring their environment.
- Discover relationships through direct experience.
- Manipulate, transform and combine objects and materials.
- Use their large muscles.
- Develop greater independence.
- Choose objects, activities, etc. for themselves.
- Acquire skills in using tools and equipment.

In the Project HELP model, the High/Scope curricular guidelines and techniques are employed to carry out the IEPs of individual children. A case history is maintained for each child. It contains a continuous record of activities and progress and is used for both child progress assessment and evaluation/refinement of the curriculum.

Time-sampled observations of the social behaviors in mainstreamed classrooms employing the High/Scope Preschool Curriculum indicate that both teachers and non-handicapped students interact with the handicapped children in much the same way that they interact with non-handicapped children.

The High/Scope Curriculum model provides a decision-making framework employing designated key experiences for children, teaching and parenting strategies, and child observation materials. Within this framework, teachers develop a classroom program which reflects both their educational objectives and the interests of the children. This approach emphasizes the identification of each child's status on a developmental continuum by examining the child's strengths and developmental accomplishments. The special needs of the child are viewed in terms of developmental delays rather than deficiencies. The curriculum is, therefore, appropriate for preschool age children at any level of development, making it an excellent basis for mainstreamed educational programing.

In order to create an environment where the desired key experiences are most likely to occur and where the children can plan their own activities, the open framework curriculum specifies a basic room arrangement and daily routine designed to encourage active learning and a variety of modes of interaction with classmates and adults. Central to the daily routine is a plan-do-review

sequence through which each child (1) plans an activity, (2) carries out the plan, and (3) recalls and evaluates the activity. Small group and outdoor activities are also included in the daily schedule. The teaching staff uses the plan-do-review and evaluate approach to provide key experiences for the children and to systematically observe their behaviors and abilities.

The Learning Accomplishment Profile and a battery of psychological tests are used to develop IEPs and to assess child progress at six month to one year intervals.

Child find is a most important part of the program, given the geographic dispersion of the target communities. A battery of screening and diagnostic instruments has been compiled by the project staff and the Coastal Regional Center and Vince Moseley Clinic psychologists. Community awareness activities are key to child find. Project Help has developed an awareness-raising approach and information dissemination materials designed specifically for presentation to key community groups in targeted new service areas.

The High/Scope model includes in-service training programs for classroom teachers. Project HELP has adapted the procedures and materials to also provide preparatory training for teachers in special education and regular grade school programs who will receive students from the model preschool program. All in-service training is needs-based and adaptable to the particular classroom setting.

Parent/family education and involvement are integral to the Project HELP model. Informal counselling techniques and a formal workshop series have been developed to increase parents' awareness and understanding of child development sequences, basic health care, effective child rearing techniques, and effective learning strategies for use in the home environment. The parent training programs include the following areas of instruction:

- Normal child development
- Identifying and understanding developmental delays
- Understanding mental retardation
- Effective child rearing practices
- Behavior management techniques
- Developing teaching skills and implementing educational activities at home
- Utilizing local social and health care agencies' services
- Attitudes and interpersonal relations in families of children with special needs
- Understanding their children's school programs
- Developing mutual support among parents of children with special needs

The following paragraphs summarize the two major components of the Project HELP model which are recommended for replication by other agencies.

1) CHILD SERVICES COMPONENT

Figure 3 illustrates the stages of an individual child's progression through the Project HELP model program. This model provides for two types of classroom programs, both employing the High/Scope Preschool Cognitive Curriculum:

- A preparatory class for handicapped preschool age children determined to need a classroom experience with a small teacher:pupil ratio to prepare them to enter a mainstreamed classroom program.

- A mainstreamed classroom program within a public school or other agency program.

A replication site need not be required to provide for a preparatory classroom program. (Enrollment in a preparatory program is considered temporary and has the objective of integrating the special needs child into a mainstreamed environment as soon as possible.)

2) PARENT INVOLVEMENT COMPONENT

Parent involvement encompasses the following program areas:

- Parent participation in planning and evaluating their children's educational programs and support services.

- Group and individual counselling.

- Education about child development, specific handicapping conditions, and child rearing practices.

- Classroom observation and volunteer work.

9.2 Assessment of Continued Need for Preschool Handicapped Education Program Development in South Carolina

The Project HELP model preschool program was designed to serve young handicapped children and their families residing in rural, low income communities with large minority populations. The following discussion of needs and problems in the state of South Carolina provides an overview of the situation faced by the project, and the general need for continued efforts to stimulate increased and improved services to preschool age handicapped children. The situation described does not differ significantly from that of 1977 when the original proposal to establish Project HELP was developed.

The State of South Carolina mandates educational services for all children from the ages of six to twenty-one, and for hearing

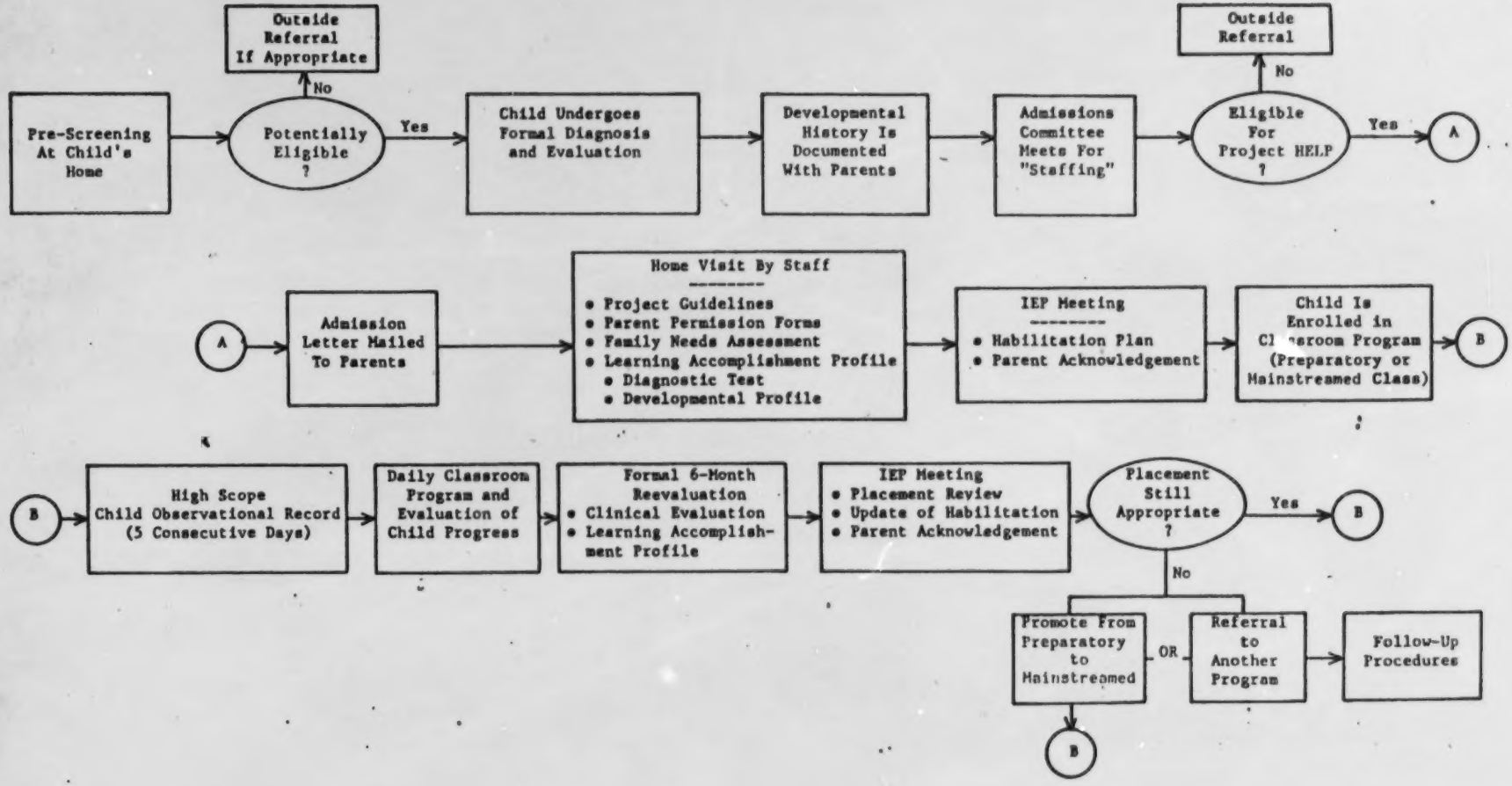

FIGURE 3

PROJECT HELP—
STAGES OF INDIVIDUAL CHILD'S
PROGRESSION THROUGH THE PROGRAM

impaired children from the age of four. Open-ended financial support is provided to local educational agencies (LEAs) for the provision of kindergarten classes for all five-year-old children. While five-year-old handicapped children have the right to attend existing kindergarten classes, teaching staffs are generally unprepared to deal with their special needs as are most preschool age handicapped children unable to deal with the classroom setting and interaction with peers.

Recent statewide testing of children ages four to five, to determine their readiness for a regular school program, indicates that a very high percentage of children are not adequately prepared to enter the first grade. (See Appendix I).

In its FY1978 Annual Program Plan for the Education of Handicapped Children, the State Department of Education established the goal of providing full educational opportunities to all handicapped children from birth through age twenty-one. The objectives established to meet this goal specified that the following groups of children, within each handicap category, who have been located, identified and evaluated would have available full educational opportunities by the fiscal years indicated:

1) 1978-79: 100% of all five-year-olds
2) 1979-80: 50% of all four-year-olds
3) 1980-81: 100% of all four-year-olds
4) 1981-82: 50% of all three-year-olds
5) 1982-83: 100% of all three-year-olds
6) 1983-84: 50% of all two-year-olds
7) 1984-85: 100% of all two-year-olds
8) 1985-86: 50% of all one-year-olds
9) 1986-87: 100% of all one-year-olds
10) 1987-88: 100% of all zero-to-one-year-olds

The State has not made significant progress toward achieving the objectives for the years to date, due primarily to the following major obstacles:

- The State still has no legislation to provide educational opportunities to the zero-to-five-year-old population (with the exception of hearing impaired from age four).
- The State's limited provision of educational programs and services to <u>all</u> preschool age children makes it difficult to educate handicapped preschool age children with non-handicapped preschool age children.
- The majority of personnel employed by the State's LEAs in the extracurricular and non-academic areas are not fully trained in appropriate techniques and methods of educating handicapped children.

Project HELP has addressed these general problem areas, as well as the following more specific problems within them:

- A traditional deficiency of curricula, procedures, techniques, and media and materials for preschool handicapped education/training programs and related services.
- The difficulties inherent in reaching population members residing in remote rural areas.
- The lack of assistance for districts to utilize model programs as they begin planning their own special education preschool programs.
- The lack of experience of regular classroom teachers in integrating handicapped students with non-handicapped students.
- The lack of opportunities for handicapped children to gain classroom and peer relationship experience before being enrolled in an educational program, thereby further delaying their readiness for mainstreaming.
- The general inexperience of non-handicapped children in interacting with handicapped peers.

Only recently have children with developmental problems begun to come to the attention of professional personnel in South Carolina before they reach school age. Unfortunately, there is little, if anything, that professionals are in a position to do for these children other than diagnosis. Community resources in the Coastal Region are extremely limited. The situation developing is one in which children are often diagnosed early enough to provide intervention but the intervention itself is not provided, resulting in children with significant developmental delays entering the first grade for either regular or special classes as frequently as before the development of diagnostic services.

The eight-county Coastal Region, despite a population of 450,000 persons, is largely rural in character with only one city--Charleston--having a population greater than 50,000. In addition to its sparse population density, the area is both economically and educationally deprived. For example, 33.29 percent of the families in the region have incomes under $3,000 a year. (The mean per capita income for the region in 1967 was $1903.00.) Four of the eight counties have been officially declared economically distressed.

Current figures of an estimated 200,000 developmentally disabled citizens residing in the State of South Carolina (University Affiliated Facilities, 1977) indicate that an estimated five to

ten percent of the State's population are either autistic, cerebral palsied, epileptic or mentally retarded. With many vast rural areas populated by a high proportion of impoverished families, the eight counties of the Coastal Region require alternative methods of delivering services to the estimated 2,405 developmentally disabled preschool age children residing in the region.

While the program was designed for incorporation into South Carolina's educational system and to promote the goals of the State Department of Education, many of the problems addressed are shared by other states. It is believed by the Center that the program's components are highly replicable on a nationwide basis. A preliminary plan for providing replication assistance was included in the Center's proposal for outreach funds to the U.S. Department of Education. That plan, or aspects of it, will be implemented if the necessary funding is received through the state.

9.3 Summary and Conclusions

While an increased developmental progress rate was a major objective of the classroom program, the validation of the Preschool Cognitive Curriculum was not an objective of Project HELP--this was accomplished by the High/Scope Educational Research Foundation. Given the status of preschool education in South Carolina, and the nature of the community in which the project was based, it was determined that the most immediate prerequisite to preschool handicapped education program success was the acceptance, support and participation of the community. The key targets for attitudinal as well as behavioral change were parents of preschool age handicapped children, local school personnel, public officials, personnel of related programs and agencies, and the general local population.

During the initial year of the program, the project staff pursued three methods for identifying and locating potentially eligible children within the specified geographic boundaries: door-to-door screening, public announcements in the community, and requests for referrals from local service agencies. It was believed that each of these methods would be effective in any rural area. Few referrals, however, were received through anyone outside of the project staff. Most children screened were located through the door-to-door canvas. The lack of referrals was attributed to the following factors:

- The community served by the project responds primarily to information received by word-of-mouth from their neighbors. Project HELP, therefore, needed to establish trust and understanding through direct involvement with families, before community members would approach the project staff upon their own initiative. Public announcements, posters, and flyers would have no effect until the project had thus gained a reputation.

- Local day care and preschool service agencies were apprehensive that Project HELP intended to draw children out of their programs.

- The community at large was not aware of a need for a preschool handicapped educational program, as this was not a requirement or apparent priority of the State of South Carolina.

The need for a public education process in coordination with each component of Project HELP was evident. It was also obvious that such an effort would need to be planned and carried out within the social and cultural context of the community, and without going against the values and beliefs of the community members. This meant first that the project staff needed to be sensitive to the subtleties of the socio-cultural framework in which they were to work, and aware of how to interact with the community in such a way as to gain trust and support.

The Project Director had grown up in the Charleston area and attended the South Carolina State College, located in the same general area as Project HELP. She was, therefore, at ease making informal contacts and formal presentations at local affairs, and able to train her staff to interface effectively with community groups and individuals. Throughout the three years the program was in place, the staff focused on integrating Project HELP into the general life of the school and the community. In all of their dealings with community members, the staff tried to be as open as possible so that misunderstandings would be minimized. They realized that one breach of trust could destroy the project's chances for success.

In a rural community such as the one served by Project HELP, the most respected leaders to whom community members turn for support and advice are often private individuals with no official status or position in any organization. These are people to whom even local public officials will turn for guidance. They exert significant influence on other individuals and groups within the community and are able to get things done through their own informal channels. Recognizing this, the Project HELP staff identified the community leader for each population group within the area served, and sought their support in directing the efforts of the project.

It is equally important to guard against imposing new or conflicting values or beliefs on parents of preschool participants. Families will not accept help from outsiders unless they feel a need for assistance and are trusting of the help that is offered. Project HELP found it necessary to avoid using the title of "social worker" in the community, because of previous negative experiences which caused a general distrust of this type of professional. Without a familiarity with the local community, Project HELP would probably have introduced their social worker as such, and promptly lost their chances of obtaining parental support and cooperation. As it was, most of the project's parents became very much involved and called upon staff members for many types of assistance.

Upon the initial contacts with parents of children enrolled in the program, it became evident that the families often required help with situations not directly related to their children's educational needs, but which had to be resolved before the parents' attention could be focused on the learning objectives of the preschool program. Many of the families were facing immediate medical and financial problems which they discussed with project personnel as they began feeling trust and confidence in them. Many unspoken needs were observed through home visits, and assistance was offered whenever possible. Parents were guided in contacting other human and social service agencies and obtaining services and benefits for which they were eligible. This assistance became a learning process for families in cutting through red tape. Project HELP followed up on all such efforts in which the staff took part.

In planning training activities for parents, with respect to their preschool age children, it is necessary to first determine their level of knowledge and understanding of child development. Project HELP did this through conversation and observation both in the home and at school. In all interactions with families, emphasis was placed upon developing the concept that all children are unique and differences between them are all right. The staff worked at making parents feel good about their children by emphasizing their strengths and promoting positive aspects observed in the relationships between the Project HELP preschoolers and other family members.

In every aspect of parent involvement, the project staff were instructed to approach parents from the premise that they really desire the best for their children, even though they might not be using the best methods for interacting with them. Parents were viewed as a resource for better understanding the individual children, with the assumption that they know more about their children than anyone else does. This attitude toward parents contributed to the mutual respect and cooperation between Project HELP and participating families.

A special effort was made to "mainstream" parents as well as children in Project HELP. Parents of the project's preschoolers with special needs were brought together with parents of non-handicapped children, at school meetings and social activities. Parent workshop agenda were appropriate for any group of parents of preschoolers, and with no indication made that any of their children were "special" or handicapped. Child development norms and teaching techniques were discussed with the parent groups. The concepts of deviancy and slow development were addressed within these sessions so that all parents would have a better understanding of the observed differences among young children. The parent group activities became a socialization process for many of the parents of the special needs children, through which they grew more comfortable discussing their children and speaking to small groups. Many of them eventually became active in parent advocacy activities.

One of the most dramatic attitudinal changes occurred with the principal of the school which housed the classroom program. The

superintendent of the school system had endorsed the program from its conception, but the school principal was a reluctant host when the federal funding was received for its implementation. He was not a believer in preschool education and did not have high expectations for the type of children to be served. With the Project HELP Director's patience in establishing the necessary cooperative relationship with the school, and the program's success in teaching both children and parents, the principal gradually came to accept the program concept, to the point that he became a vocal supporter by the end of the second year. His letter of endorsement and desire to continue the program, submitted in support of the project's application for outreach funding, is contained in Appendix G. This letter and the one from the Dorchester County Superintendent of Schools (also Appendix G), stating a desire to replicate the program at the Clay Hill Elementary school, provide the most significant evidence of Project HELP's success in working with the LEA.

The principal's support facilitated the project's efforts to increase the school's teachers' awareness and understanding of how handicapped children can be integrated into regular classroom programs. Project HELP conducted inservice training sessions and informal consultations with the LEA personnel at the Jenkins Hill and Clay Hill Elementary Schools. Follow-up training and consultation were provided to teachers who inherited former Project HELP students. The staff observed positive changes in the school staff's behavior toward handicapped students and expressed willingness to have them placed in regular classes and school activities. This is not to say that attitudinal barriers to mainstreaming do not still exist, but that progress toward breaking down these barriers was in evidence over the program's three years in operation.

The project team felt that little impact was made at the state official level. The State Department of Mental Retardation continued to support and endorse the program, and the State Department of Education showed an interest by disseminating information about Project HELP and making a visit to the demonstration site. The latter's efforts toward encouraging more preschool handicapped education programs were not, however, observably increased. The state officials were cooperative in providing information and guidance with respect to potential continuation funding channels and resources available to the project.

Project HELP's technical assistance to other preschool programs was well received. The Dorchester County Council's request for further training and assistance in integrating handicapped children into their preschool education program is evidence of their positive evaluation of the training and needs assessment services provided to their staff. (Appendix G) Appendix G also contains letters from other agencies, commending the Project HELP staff for their outreach activities.

The project staff's experiences with other social and human service agencies were similar to their experiences with the general local

community. They were initially distrustful and reluctant to cooperate in any form of information exchange or other interactions with Project HELP. Some agency personnel were obviously opposed to dealing with a minority Project Director. Many productive interagency relationships were developed over time through patience and careful training of staff members as to appropriate and effective ways of interfacing with outside individuals. Many of the local social and health care agencies, however, remained uncooperative. This had a severe impact on the project's child find efforts.

All in all, the outcomes of Project HELP's three years of operation indicate that progress was achieved toward the goals of each of the program's components. The "graduates" of the classroom program continue to perform well and the parents and general community are anxious to see the model continued within the school district.

The project staff believes that change has been initiated in positive directions, but they feel that a constant influence is needed to establish major attitudinal and programmatic changes with regard to preschool education in South Carolina over the long term. The hope is that the school districts and private preschool programs served by Project HELP will continue their use of the model program and call upon the staff for assistance and consultation. The Project Director is dedicated to the philosophy and intent of the project, and is continuing through other channels to exert an influence on the local community and public officials.

APPENDIX A

NEW FORMS: HABILITATION PLAN AND DEVELOPMENTAL EDUCATION DAILY DATA SHEET AND MONTHLY SUMMARY

COASTAL CENTER

HABILITATION PLAN

File #_____

Name :
DOB :
Cottage:
County :

Date of Review :
Previous Review:
Date Admitted :
Case Number :
Program Monitor:

I. NARRATIVE:

II. DEVELOPMENTAL ASSESSMENT:

Psychology

Speech & Hearing

Education

III. HEALTH:

Medical Status

Dental Status

Special Considerations

Name:_____ Date:_____

SPECIAL CONSIDERATIONS

IV. Invitation to HAP, Plan Meeting:

1. sent to parent/guardian____
2. followed up ____
3. followed up ____

4. Response
   a. unable to attend____
   b. plan to attend____
   c. no response____

V. Consideration of alternative placement:

VI. Special needs:

VII. Present program:
see form cc 102-78
cc 103-78

VIII. Recommendations:
Status of previous year's recommendations

CURRENT RECOMMENDATION

IX. General Remarks:

NAME:_____ DATE:_____

X. PRESENT PROGRAMS:

Program	Frequency

XI. LIFE GOALS:

NAME: _____ DATE: _____

XII. LONG TERM OBJECTIVES:

Date Imp.	Date Acc.	

NAME: _____ DATE: _____

XIII. RECOMMENDATIONS:

Status of Previous Year's Recommendations

Current Recommendations

XIV. GENERAL REMARKS:

XV. PARTICIPANTS:

Nursing	_____	_____	PT	_____	_____
Ed & Training	_____	_____	OT	_____	_____
_____	_____	_____	Rec	_____	_____
Speech & Hearing	_____	_____	Medical	_____	_____
Cottage Life	_____	_____	VR	_____	_____
Psychology	_____	_____	Family Life	_____	_____
Parents	_____	_____	Dental	_____	_____
Client	yes _____	no _____			

XVI. SIGNATURES:

_____ _____
Client Date

_____ _____ _____ _____
Program Coordinator Date Parent/Guardian Date

HABILITATION PLAN MONTHLY REVIEW

NAME: _____

CASE NUMBER: _____

COTTAGE: _____

Progress Notes

DATE _____

HP – Habilitation Plan
I – Instructor on Annual Leave
1/3 – Criterion read as 1 out of 3
S – Student III
1-A – Refers to Step in Program

A-1 – Refers to objective number
A – Student Absent
(–) – Objective not implemented that day
IS – Instructor on Sick Leave
H – Holiday
C – Class cancelled by teacher

DEVELOPMENTAL EDUCATION DAILY DATA SHEET AND MONTHLY SUMMARY

NAME: _____ MONTH: _____

BIRTHDATE: _____ COTTAGE: _____ CASE NUMBER: _____

OBJECTIVE: _____

CRITERION	WEEK	M	T	W	TH	F		

GENERAL REMARKS:

MONTHLY SUMMARY:

OBJECTIVE: _____

CRITERION	WEEK	M	T	W	TH	F		

GENERAL REMARKS:

MONTHLY SUMMARY:

CC-69-77

APPENDIX B

CLASSROOM PROGRAM EVALUATION
REPORTS PREPARED BY
HIGH/SCOPE EDUCATIONAL
RESEARCH FOUNDATION

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Field Service Report

Field Site: Harleyville Early Learning Program, Harleyville, South Carolina

Dates of Visit: January 20-22, 1981

Prepared for: Rosemarie Gregory

Consultant: Ellen Lynn

Objectives of Visit:

* To observe the teachers' language and math strategies and activities and provide suggestions for extensions.

* To demonstrate some techniques in the classroom.

* To discuss the MPTTP with the curriculum assistant and the teachers.

Observations and Recommendations:

During this visit, I again observed that the teachers' interactions with children during the plan-work-represent sequence was appropriate. The questioning was open-ended; children had opportunities to talk and communicate, solve problems and initiate activities. Patty brought up the issue of children who go to the Block Area and zoom cars around. We both agreed that this might not be as unproductive as it seems on the surface. The children seemed to be involved in role play and in discussing relative distances and speeds. They are often also building and noticing and describing the attributes of objects. (I had a long discussion with some of them about whether the cars had three wheels or six. They were counting axels rather than tires. Some of the children had one-to-one correspondence and others didn't.) The issue really is what the teacher's role is, and how she can interact with the children and extend their learning.

We discussed that the first step is to observe the child and understand what his purpose and interest is by asking open-ended questions. "Tell me what all these race car drivers are doing." "How can you tell who wins the race?" "Why is the red car chasing the black one?" As the children answer these questions, the teacher can get ideas for how to extend. "Well, let's make a race track so we can tell who

One problem Patty was having with more individualized activities was that she couldn't work with all the children during one group time. I suggested that it is not necessary to interact with each child every day. The children can all use practice, so repeating the activity for two or even three days is fine. By the second day, she could have special assignments for the children she worked with the first day.

Many of Patty's and Sarah's activities are open-ended and entirely appropriate. They just have to decide for themselves which way the children will learn more efficiently and effectively. Your support in this struggle will be helpful to them, I'm sure.

As I said on-site, I enjoyed going to the Ridgeville Center with you. The evangelical part of me was very pleased to see how well they were implementing. Your training approach was right on target. Some of the techniques I noticed were:

* Putting workshop materials on the chairs so time was not wasted passing them out;
* Conducting a needs assessment to determine the topics for the training;
* Asking open-ended questions about their work;
* Acknowledging their needs as busy day care workers;
* Explaining your role; and
* Giving a testimonial about your involvement in the curriculum.

We agreed to have the teachers fill out the MPTTP on themselves and set goals for the year. I would like to have the final version when it is completed.

We planned my return visit for May 4-9, 1981. The focus will be on the content areas: science, cooking, social studies, art, music, drama. I'll be contacting you to finalize plans for that.

Sincerely,

Ellen

Ellen Lynn
Consultant
Early Childhood Education

wins. We better make some signs for the start and finish lines." "Maybe we could make a drawing or map on big paper of the roads, lakes and farms that the General Lee drives by so we know when the Duke's boys out-smart Roscoe."

If the teachers have set a key experience focus for the week, then that can help them determine how to extend activities. Some other possible extensions which I discussed with Patty are:

* In the House Area--

  - when children are "cooking," help them make recipes, labeling the steps, using measurement.
  - when children are involved in role-play, in addition to taking a role, write invitations, make shopping lists, help them sequence what they do each "day."

* When using the Pooh game, have children keep track of and chart the number of each color disk they get. For example:

green	x	x	x		
blue	x	x			
red	x	x	x	x	

  - Which one did you get the most of?
  - How can you tell?
  - Did Frederick get more blue ones than you?

The teachers are already using many other strategies and more can be found in Young Children in Action and the other curriculum guides.

Patty and I also discussed trying to use the learning from Planning Time during Small Group Time. She is struggling with her role of "teacher" during Small Group Time. I sympathize with her dilemma, but still believe that she needs to teach skills less and children more.

Some of the activities which I observed were child-centered; the children could work at their own level and had some choices in how to approach the task. Others were fairly teacher-directed, and I felt the children's abilities were not considered enough. If children do not yet have one-to-one correspondence and seriation skills, then expecting them to truly understand numbers and how they work is inappropriate. Activities should be analyzed according to what the prerequisite skills the children would need are.

High/Scope Educational Research Foundation

600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

David P. Weikart, Ph.D.
President

October 29, 1980

Rosemarie Gregory
Project HELP
R.R. 1, Box 126
Harleyville, S.C., 29448

Dear Rosemarie,

I very much enjoyed my visit on October 17 and 18. It was a pleasure to work with such a dedicated and competent staff. I look forward to my future visits.

Enclosed is a field report with my observations and recommendations. I've also included the tentative training plan we developed for the year. Some of the materials which I promised to send are included here; others will come under separate cover.

I've discussed the trainer certification issue with staff here. We will try to have some formal system by the end of the year. In any case you will be acknowledged by us as a trainer for adoption sites after this year of training is completed.

Thank you for the warm hospitality I received.

Sincerely,

Ellen

Ellen Lynn, Consultant,
Early Childhood Education

EL/mc

Field Service Report

Field Site: Project HELP, Harleyville, S.C.
Dates of Visit: October 16-17, 1980
Prepared for: Rosemarie Gregory
Consultant: Ellen Lynn

Objectives of Visit:

- To observe in the classroom and make recommendations based on the observations.
- To provide training in the Key Experiences and their use in planning.
- To introduce the teachers to the COR and its use in the curriculum.
- To develop a tentative training plan for the year.
- To introduce the MPTTP and its use in training.

Observations and Recommendations:

As I said when on site, the level of implementation in this classroom is quite high. The teachers' styles of interacting with children -- questioning, disciplining, setting expectations -- allowed the children to make decisions and be responsible for their own acts.

The Perception + program does seem to be compatible with our curriculum approach; however, I did feel that breaking the group down into two groups would allow the teachers to follow-up more with individual children and lessen the amount of waiting time. In discussing small group time, it came up that two small group times might also work better: One for content areas (science, art, drama, music, social studies) and one for skill areas (math and language). We planned a new routine for the morning which broke Perception + into two groups, had two small group times, had children broken into both ability-based and mixed groups, and had children working with a particular teacher for longer than one day at a time. We felt that the latter would help children know where they were supposed to be each day and also help teachers observe children and plan for their individual needs.

We discussed ways in which the teachers could integrate skill learning into the daily routine. We looked at some sample plans for the preschool and enclosed here are some kindergarten plans, representations, and activity guides.

Again, I was pleased to see the high level of implementation during the plan-do-review sequence. I suggested having the children plan and represent in more ways than just talking. The teachers agreed to try planning and recalling at the tables so that children can write, draw and use other media. The process of dictating, tracing, copying, writing is described in the Writing and Reading book which I will send. Please share the article "Developing Reading and Writing Skills" which is enclosed.

Tentative Training Plan

The tentative training plan which I think we agreed on was:

- October -- Rosemarie Administers the MPTTP along with the teachers, together determining some areas to work on.
- December 1-4 -- Consultant visit. Training focuses on language and math.
- Late April -- Consultant visit. Training focuses on content areas. Rosemarie and the consultant will plan this training together.

APPENDIX C

PARENT OBSERVATION GUIDELINES AND FORM

SAMPLE CHECKLIST FOR USE BY TEACHERS IN PREPARING PARENTS

TO OBSERVE IN THE CLASSROOM

... Ask parents what particular interests they have or benefits they hope to gain by observing.

Offer your help in accomplishing their goals.

... Give parents the reasons why you feel it is important for them to visit the classroom... For example:

... For their information and satisfaction you feel they have the right to see what is going on in the program.

... To give them a chance to see the child in relation to other children in a setting other than the home.

... To enhance the partnership between parent, teacher and the child.

... To see the child's level of functioning at this point which may be compared with his functioning at a later date.

... Give information of the general program and its policies (for example, if there are special times set aside for parents observation etc.).

... Share a diagram of the classroom, explaining what goes on in different areas.

... Point out where parent is to sit during the visit.

... Identify the other adults in the classroom and explain what they do.

... Share a typical activity schedule for the day (for example: group time, language, self-help, etc.).

... If appropriate, share specific lesson plans (for example: On Monday, the group lesson will be about firemen).

... Share objectives for their child at the time of observation.

... Clarify what parents' role will be in relation to their own child and other children while in the classroom (for example, if you know their child will "cling" to parent during visit, you could suggest how you think parent should handle this; or, at least, relieve their concern about your becoming upset with this).

... Relieve possible anxiety by explaining that they will not have responsibility for providing activities in the classroom.

... Tell parent not to be distressed if their child displays any inappropriate behavior caused by the parents' presence (i. e. clinging, showing off) for this is not unusual and will diminish after several visits.

...

... Explain that you will handle any discipline, and will ask their help if necessary.

... Explain your system of behavior management: ignoring negative behavior; rewarding good behavior (use of food reinforces); isolation; or time out, if it is used.

... Suggest ways parent may handle interaction with his child or other children. For example: ... Parent's allowing interaction initiated by the child or interacting with a child if there is a natural opportunity to do so.

... Ignoring child's attention by looking away.

... Prepare parent for anything unusual they might see or that might happen while they are there. For example: ... Unusual behaviors displayed by other children

... A child who has seizures.

... The giving of medication.

... The removal of certain children from the classroom by other persons (P. T., Speech Therapist, etc.).

... Briefly explain any specific teaching techniques used (for example: error free learning, task analysis, etc.).

... Discuss policy regarding parents' talking with other adults in the room. For example: ... Not discussing a child in that child's presence.

... Your explanation about the amount of time staff has for talk while working with children.

... Encourage parents to make mental notes or jot down question they have so these can be discussed later.

... Review observation sheet if one is used.

... Ask if they have additional questions.

... Set aside another time for discussion of parents' reactions to observation.

Figure 1

SAMPLE OBSERVATION REPORT

The purpose of this form is to determine whether this observation has a valuable learning experience for you.

NAME:_____ DATE:_____

1. What did you hope to gain from observing?

2. Did you see examples of:
   a) Teachers rewarding children? __NONE __SOME __MANY
   b) Teachers ignoring inappropriate behavior while rewarding children behaving appropriately. __NONE __SOME __MANY
   c) Children failing at tasks? __NONE __SOME __MANY
   d) Teachers yelling at children? __NONE __SOME __MANY
   e) Teachers spanking children? __NONE __SOME __MANY

3. What parts, if any, of the GUIDE TO OBSERVATION were unclear?

4. Did you observe with a member of the staff? __YES __NO

5. Would you like to observe again? __YES __NO

6. What do you like best about the classroom?

7. What grade would you give your child's teacher?
   A___ B___ C___ D___ F___

8. Did anything happen in the classroom that you didn't like? Please explain:

9. Is there anything that you would like to talk with your child's teacher about?

APPENDIX D

PARENT SATISFACTION
QUESTIONNAIRE RESPONSES

RECEIVED NOV 18 1980

PARENT QUESTIONNAIRE

SATISFACTION WITH PROJECT HELP

Parent's Name or Identifier: _____

Interviewer: Julie Baker

Date: Nov. 13, 1980 Place of Interview: Home

NOTE: This questionnaire form is to be administered to a parent or guardian of each child participating in Project HELP, at or near the end of each school year.

Questions 1 through 14 pertain to direct services to children.
Questions 15 through 28 pertain to services to parents.

1. What is your relationship to the Project HELP student?

   (a) Mother

   b. Father

   c. Mother and Father

   d. Foster parent(s)

   e. Legal guardian(s)

   f. Other relative (specify): _____

   g. Other (specify): _____

2. Has Project HELP provided the kinds of services for your child which you feel are the most important and needed?

   a. Do not know

   (b.) Yes

   c. Some (specify which and additional services that should be provided):
   great help with speech
   helped him get along better with children

   d. No (specify which services should be provided):

   _____

3. Are you satisfied with the way the services are provided to your child?

   a. Do not know

   b. Yes, very

   (c.) Somewhat (explain):
   Child needs more help with self-help skills.

   d. No (explain):

4. Please indicate which of the following skills you feel your child needs more help on, and whether your child has improved in each of the skill areas over the past school year. Place a star next to two areas which you feel are most important for your child to work on during the next year.

NEEDS HELP	HAS IMPROVED	
* yes	yes	Self-help skills such as dressing, eating, and using the toilet.
not a problem		Gross motor skills such as walking, jumping, climbing, throwing a ball and riding a tricycle.
yes	yes	Fine motor skills such as tying shoes, buttoning clothes, using scissors, stacking blocks, and using crayons. These are all skills using hands and fingers.
yes	yes	Receptive language skills such as following simple directions such as "wash your hands," bring me the ball," or "open the door."
~~NO~~	yes	Expressive language skills such as naming objects, or asking for something wanted or needed.
yes	yes	Emotional skills such as controlling the temper, and not hitting, biting or hurting others.
yes	gets along well with adults	Social skills such as getting along with adults, other children or brothers and sisters.
no	yes	Thinking skills such as understanding words and remembering things.
___	___	Others (Please explain what skills you are interested in.):

would like child to be more responsible about bringing home letters from school, etc. —

5. Do you feel that your child's improvement in the above areas can be attributed to participation in Project HELP?

a. Do not know

(b) Yes, most or all improvements

c. Some (specify):

d. No, not at all

5. Do you feel that the project staff are well qualified to work with your child?

a. Do not know

(b.) Yes, all are

c. Some are (explain):

d. No (explain):

6. Do you believe that Project HELP has the facilities and equipment necessary to develop your child's abilities and prepare him/her to continue in school successfully?

a. Do not know

(b.) Yes

c. No (explain):

7. Do you feel that there is good communication between you and the project staff about your child?

a. Do not know

(b.) Yes, with all staff

c. With some staff (explain):

d. No (explain):

8. Has your child attended another preschool program which you feel provided better services?

a. Do not know

(b.) No

c. Yes (explain):

9. Has the project staff helped you to identify and take advantage of other services and/or programs to help your child?

   (a.) Yes (list): Speech therapy

   b. No (indicate if you have requested help or not):

10. What other services do you feel your child needs?

   a. Dental

   b. Diagnostic/evaluative

   c. Medical

   (d.) Speech/language therapy — on-going need

   e. Occupational therapy

   f. Physical therapy

   g. Vision therapy

   h. Hearing therapy

   i. Social

   j. Recreational

   k. Educational

   l. Transportation

   m. Other (specify):

11. Do you feel that your child should remain in Project HELP for another school year?

   a. Do not know

   b. Yes

   (c.) No (explain): do not feel it is necessary

12. What grade or class do you think your child should enter in the fall of this year?

a. Preschool

b. Kindergarten

(c.) First grade

13. Do you feel your child should be in a special education class or in a regular public school class?

a. Special education class

(b.) Regular class

14. Please summarize your feelings about your child's experience as a student in Project HELP:

helped with language development
fields trips very helpful, also:
good experience being with
other children

Has been a great help

15. Has Project HELP provided the kinds of services to you that you feel are most important?

a. Do not know

(b.) Yes Speech,

c. Some (explain):

d. No (explain):

16. For each of the following services/activities for Project HELP parents which you feel were helpful, indicate their respective order of helpfulness:

a.___ IEP meetings

b. 1 Workshops

c. 2 Social Worker home visits

d. 3 Consultation with the teacher

e. 4 Consultation with the Project Director

f.___ Advisory Board meetings

g. 5 Volunteer classroom participation

h.___ Referrals to other services for child

i.___ Special newsletters and/or other printed information

j.___ Group recreational activities with other children and parents

17. Have you been able to attend as many of the workshops and school conferences as you would like to?

(a.) Yes

b. No (explain):
Parent Advocacy Workshop (2 day workshop held in June 1980) was most helpful, at all.

18. Do you feel that enough activities and assistance are provided for parents of Project HELP students?

a. Do not know

(b.) Yes

c. No (explain what you think should be added or changed):

19. Have you carried out the activities provided for you to work with your child?

a. Yes, always

(b.) Yes, sometimes

c. No

20. How often do you carry out these activities?

a. Daily

b. At least once a week

(c.) At least once a month

d. Other (specify):

21. Has the project staff provided the support needed by you, such as specific instructions and materials, to carry out these activities?

(a.) Yes, always

b. Sometimes

c. No

22. Do you feel comfortable during the staff's visits to your home?

(a.) Yes

b. No (explain):

23. Is there any particular reason when you do not carry out suggested activities?

a. Don't have enough time

b. Don't have the necessary materials

c. Don't have sufficient information or knowledge of how to carry out the activities

d. Don't believe they are worthwhile

(e.) No particular reason

f. Other (specify):

24. Has the project made you more knowledgeable concerning your child's learning difficulties?

a. Do not know

(b.) Yes

c. No

25. Do you feel that too many demands are made on you?

a. Yes

b. Sometimes

(c.) No

26. Overall, are you satisfied with the services that the project has provided to you as a parent?

a. Do not know

(b.) Yes

c. No

27. Would you recommend Project HELP to other parents?

a. Do not know

b. Yes

c. No

28. Can you think of any ways the program might be changed to serve you as a parent better?

a. Do not know

b. No

c. Yes (specify):

RECEIVED NOV 2 0 1980

PARENT QUESTIONNAIRE

SATISFACTION WITH PROJECT HELP

Parent's Name or Identifier: _____

Interviewer: NONE

Date: Nov 15, 1980 Place of Interview: Home

NOTE: This questionnaire form is to be administered to a parent or guardian of each child participating in Project HELP, at or near the end of each school year.

Questions 1 through 14 pertain to direct services to children.
Questions 15 through 28 pertain to services to parents.

1. What is your relationship to the Project HELP student?

   a. Mother

   b. Father ✓

   c. Mother and Father

   d. Foster parent(s)

   e. Legal guardian(s)

   f. Other relative (specify): _____

   g. Other (specify): _____

2. Has Project HELP provided the kinds of services for your child which you feel are the most important and needed?

   a. Do not know

   (b) Yes ✓

   c. Some (specify which and additional services that should be provided):

   d. No (specify which services should be provided):

3. Are you satisfied with the way the services are provided to your child?

   a. Do not know

   (b) Yes, very ✓

   c. Somewhat (explain):

   d. No (explain):

4. Please indicate which of the following skills you feel your child needs more help on, and whether your child has improved in each of the skill areas over the past school year. Place a star next to two areas which you feel are most important for your child to work on during the next year.

NEEDS HELP	HAS IMPROVED	
____	✓	Self-help skills such as dressing, eating, and using the toilet.
____	✓	Gross motor skills such as walking, jumping, climbing, throwing a ball and riding a tricycle.
____	✓	Fine motor skills such as tying shoes, buttoning clothes, using scissors, stacking blocks, and using crayons. These are all skills using hands and fingers.
____	✓	Receptive language skills such as following simple directions such as "wash your hands," bring me the ball," or "open the door."
✓	____	Expressive language skills such as naming objects, or asking for something wanted or needed.
____	✓	Emotional skills such as controlling the temper, and not hitting, biting or hurting others.
____	✓	Social skills such as getting along with adults, other children or brothers and sisters.
✓	____	Thinking skills such as understanding words and remembering things.
____	____	Others (Please explain what skills you are interested in.):

5. Do you feel that your child's improvement in the above areas can be attributed to participation in Project HELP?

a. Do not know

(b.) Yes, most or all improvements ✓

c. Some (specify):

d. No, not at all

Do you feel that the project staff are well qualified to work with your child?

a. Do not know

(b) Yes, all are ✓

c. Some are (explain):

d. No (explain):

Do you believe that Project HELP has the facilities and equipment necessary to develop your child's abilities and prepare him/her to continue in school successfully?

a. Do not know

(b.) Yes ✓

c. No (explain):

Do you feel that there is good communication between you and the project staff about your child?

a. Do not know

(b) Yes, with all staff ✓

c. With some staff (explain):

d. No (explain):

Has your child attended another preschool program which you feel provided better services?

a. Do not know

(b.) No ✓

c. Yes (explain):

9. Has the project staff helped you to identify and take advantage of other services and/or programs to help your child?

   a. Yes (list):

   b. No (indicate if you have requested help or not):
   WE WERE Told of Project HELP from OTHER DOCTORS where we Had TAKEN Him for Help.

10. What other services do you feel your child needs?

   a. Dental
   b. Diagnostic/evaluative
   c. Medical
   d. Speech/language therapy
   e. Occupational therapy
   f. Physical therapy
   g. Vision therapy
   h. Hearing therapy
   i. Social
   j. Recreational
   k. Educational
   ok Transportation
   m. Other (specify):

11. Do you feel that your child should remain in Project HELP for another school year?

   a. Do not know ✓ WE go ALONG WITH The Teachers ON This.
   b. Yes
   c. No (explain):

12. What grade or class do you think your child should enter in the fall of this year?

a. Preschool

(b.) Kindergarten ✓ He started Kindergarten This year and so far he's been doing ok.

c. First grade

13. Do you feel your child should be in a special education class or in a regular public school class?

a. Special education class

(b.) Regular class

14. Please summarize your feelings about your child's experience as a student in Project HELP:

We feel that without project Help our son would still be where he was a year ago (wouldn't) at that Time he could not speak. Not that he couldn't, he just don't know how. Now he talks, argues, sings, laughs and even talks back sometimes. A year ago you could ask him his name and he would say four or sky or anything Now not only does he know his name but he can spell it and knows the name of the school he goes to and the town he lives in.

We are very thankful for what the staff of project Help has done, and the teachers get an extra vote of thanks from us.

15. Has Project HELP provided the kinds of services to you that you feel are most important?

    a. Do not know

    (b) Yes ✓

    c. Some (explain):

    d. No (explain):

16. For each of the following services/activities for Project HELP parents which you feel were helpful, indicate their respective order of helpfulness:

    a. 5 IEP meetings

    b. 1 Workshops

    c. 4 Social Worker home visits

    d. 2 Consultation with the teacher

    e. 3 Consultation with the Project Director

    f. 9 Advisory Board meetings

    g. 6 Volunteer classroom participation

    h. 10 Referrals to other services for child

    i. 8 Special newsletters and/or other printed information

    j. 7 Group recreational activities with other children and parents

17. Have you been able to attend as many of the workshops and school conferences as you would like to?

    (a) Yes ✓

    b. No (explain):

18. Do you feel that enough activities and assistance are provided for parents of Project HELP students?

    a. Do not know

    b. Yes

    c. No (explain what you think should be added or changed):

19. Have you carried out the activities provided for you to work with your child?

    a. Yes, always

    b. Yes, sometimes

    c. No

20. How often do you carry out these activities?

    a. Daily

    b. At least once a week

    c. At least once a month

    d. Other (specify):

21. Has the project staff provided the support needed by you, such as specific instructions and materials, to carry out these activities?

    a. Yes, always

    b. Sometimes

    c. No

22. Do you feel comfortable during the staff's visits to your home?

    a. Yes

    b. No (explain):

23. Is there any particular reason when you do not carry out suggested activities?

a. Don't have enough time

b. Don't have the necessary materials

c. Don't have sufficient information or knowledge of how to carry out the activities

d. Don't believe they are worthwhile

(e) No particular reason

f. Other (specify):

24. Has the project made you more knowledgeable concerning your child's learning difficulties?

a. Do not know

(b) Yes ✓

c. No

25. Do you feel that too many demands are made on you?

a. Yes

(b) Sometimes ✓ But we try to remember who it's helping

c. No

26. Overall, are you satisfied with the services that the project has provided to you as a parent?

a. Do not know

(b) Yes ✓

c. No

27. Would you recommend Project HELP to other parents?

a. Do not know

b. Yes ✓

c. No

28. Can you think of any ways the program might be changed to serve you as a parent better?

a. Do not know ✓

b. No

c. Yes (specify):

The only Thing That surprised us was we were Trying To find Help for our son And after checking all over we found The School no more Than a mile from us Had just what we were looking for.
If They could get The word out more it might Help

APPENDIX E

FEEDBACK ON TRAINING PROVIDED
TO PERSONNEL OF OTHER AGENCIES

- Attached letter
- Tallies of workshop Evaluation form

Ridgeville, S.C.
February 12, 1981

Mrs. Rosemarie Gregory, Director
Project HELP
Harleyville, S. C.

Dear Mrs. Gregory:

I would like to take this opportunity to thank you in writing for including Berneatha Dantzler, our Teacher Trainer, in Project HELP's child progress assessment training program. This experience will enable Ms. Dantzler to work with our teaching staff to implement the use of the LEARNING ACCOMPLISHMENT PROFILE.

The needs assessment conducted by your staff has provided a good first step in our planning to integrate handicapped children into our classroom programs. I would like to request training and assistance from Project HELP to follow-up on the results of the needs assessment in the following areas:

-Mainstreaming mentally and physically handicapped children in preschool education classes.

-Parent/family involvement.

-Child progress assessment and individualized educational plans.

*Classroom teachers and our teacher trainer will participate in the training program. Each of them has been trained in the use of the HIGH/SCOPE model.

Since we have already implemented the HIGH/SCOPE Preschool Cognitive Curriculum in our two centers, your assistance in the above areas will enable us to develop an integrated program based upon the Project HELP model. With your continued help, we will be able to sucessfully serve those preschool age handicapped children of families reclining Title XX assistance, who we currently are not prepared to enroll. We have the necessary facilities and resources to provide services to them as soon as our staff has received the appropriate training. I expect we will have approximately six (6) percent handicapped children enrolled in the 1981-82 school year.

Your program provides a much needed service to our community, and we look forward to your continued influence on in-

creasing and improving opportunities for young handicapped children and their families. We will do everything possible to support your continued work.

Sincerely,

Norma Smith, Director
Dorchester Co. DayCare

J. Marc Hehn, Administrator
Dorchester County

NS,JMH/dr

STAFF DEVELOPMENT WORKSHOP
EVALUATION FORM

Workshop Title: Implementing I.E.P. Objectives and Recording Data
Staff Member:
Workshop Dates: September 4, 1980
Date:

1. Was the workshop topic relevant to your position and needs as a ~~Project~~ LEA staff member? 3 Very ____Somewhat ____Not at all

2. Was the workshop itself responsive to your training needs?

3 Very 1 Somewhat ____Not at all If other than "Very," please explain:

3. What did you gain in the following areas as a result of the workshop?

(a) Knowledge (list areas or topics): 4. "Implementing I.E.P.'s."
1. "What to look for in each child as one assesses needs. How to fill out an IEP."
2. "Improved understanding of how Project HELP teacher designates objective
3. "I learned that the district has a means for continuity for handicapped students."

(b) Planning Skills (list types of skills):
1. "Better organization of each area to be mastered so that learning is not hap hazzard for a handicapped child."
2. "Become more aware of how the skills are prioritized."
3. "Gained an organized method of planning for each student."

(c) Implementation Skills (specify):
1. "Use of charts. Use of an aide to help with individual children who need mastery of material."
2. "The long and short term objectives."

(d) Changed attitudes (describe change):
1. "I feel better about Dorchester III--professionally speaking."

4. Were the workshop materials useful/effective?

3 Very 1 Somewhat ____Not at all

5. What might have made the workshop more beneficial to you?
1. "Previous knowledge of topic to enable me to bring related materials to share."
2. "The workshop should have been presented during in-service."

6. Additional Comments:
1. "Enjoyed every moment."

STAFF DEVELOPMENT WORKSHOP
EVALUATION FORM

Workshop Title: Classroom Management Staff Member:

Workshop Dates: September 4, 1980 Date:

1. Was the workshop topic relevant to your position and needs as a LEA staff member? 3 Very ____Somewhat ____Not at all

2. Was the workshop itself responsive to your training needs?

3 Very 1 Somewhat ____Not at all If other than "Very," please explain:

3. What did you gain in the following areas as a result of the workshop?

(a) Knowledge (list areas or topics):
1. "Classroom Management: Getting the behavior you want from your children
2. "Positive attitudes vs. Negative attitudes, being consistent and sticking to the rules."

(b) Planning Skills (list types of skills):
1. "Plan consequences for specific behaviors."
2. "Think about what I want for my class and organizing to meet the needs."

(c) Implementation Skills (specify):
1. "Interesting ideas on procedures for cafeteria & hall behaviors, etc."
2. "Following class rules that are set."

(d) Changed attitudes (describe change):
1. "Remember to be consistent."
2. "Working very hard to establish a positive habit from each child so teacher and child work together in a pleasant environment."

4. Were the workshop materials useful/effective?

2 Very 1 Somewhat ____Not at all

5. What might have made the workshop more beneficial to you?

6. Additional Comments:

STAFF DEVELOPMENT WORKSHOP
EVALUATION FORM

Workshop Title: P.L. 94-142 Staff Member:

Workshop Dates: September 4, 1980 Date:

1. Was the workshop topic relevant to your position and needs as a LEA staff member? 3 Very ____Somewhat ____Not at all

2. Was the workshop itself responsive to your training needs?

____Very 3 Somewhat 1 Not at all If other than "Very," please explain:

3. What did you gain in the following areas as a result of the workshop?

(a) Knowledge (list areas or topics):
1. "Understanding of what the law means to me as a classroom teacher dealin with handicapped children--especially when I may be arguing my point of view."
2. "P.L. 94-142."
3. "Basic knowledge of what the law is about."

(b) Planning Skills (list types of skills):

(c) Implementation Skills (specify):

(d) Changed attitudes (describe change):

4. Were the workshop materials useful/effective?

2 Very 1 Somewhat ____Not at all

5. What might have made the workshop more beneficial to you?
1. "A little more time."
2. "More in-depth approach."

6. Additional Comments:
1. "I feel that regular class teachers should be involved in this type of workshop setting. They are the ones who have not yet received a great deal of experience in areas related to these topics. I have already received a more in depth understanding of the topics in this session than was presented. This is not meant as a "put down or that the program was negative--it's just I feel there are others who need this type of workshop experience, perhaps after school, and

STAFF DEVELOPMENT WORKSHOP
EVALUATION FORM

Workshop Title: Mainstreaming Handicapped Children in Title I Staff Member:

Workshop Dates: September 4, 1980 Date:

1. Was the workshop topic relevant to your position and needs as a LEA staff member? 2 Very ____Somewhat ____Not at all

2. Was the workshop itself responsive to your training needs?

1 Very 1 Somewhat 1 Not at all If other than "Very," please explain:

1. "To me this is a function of the system of which I need no "training" ... just informed.
2. "I do not come in contact with Title I youngsters."

3. What did you gain in the following areas as a result of the workshop?

(a) Knowledge (list areas or topics):
1. "Basic knowledge of what Title I program is about."
2. "Process by which children are mainstreamed."
3. "Mainstreaming handicapped children in Title I."

(b) Planning Skills (list types of skills):
1. "Identifying these children."

(c) Implementation Skills (specify):
1. "The child will be given materials he/she will feel comfortable working with."

(d) Changed attitudes (describe change):

4. Were the workshop materials useful/effective?

1 Very ____Somewhat 2 Not at all

5. What might have made the workshop more beneficial to you?

6. Additional Comments:
1. "The title of the session was not related to the materials presented. The presentation concerned the way children are selected for the Title I classes and was not directly related to handicapped programs.

STAFF DEVELOPMENT WORKSHOP
EVALUATION FORM

Workshop Title: Least Restrictive Environment (LEA) **Staff Member:**
Workshop Dates: September 4, 1980 **Date:**

1. **Was the workshop topic relevant to your position and needs as a** ~~Project Help~~ LEA **staff member?** 1 **Very** 2 **Somewhat** ____ **Not at all**

2. **Was the workshop itself responsive to your training needs?**

   2 **Very** 1 **Somewhat** ____ **Not at all** **If other than "Very," please explain:**

   1. Most of my students require placement with me most of the day."

3. **What did you gain in the following areas as a result of the workshop?**

   (a) **Knowledge (list areas or topics):**
   1. "How to set up areas within a classroom to help restricted children acquire skills."
   2. "The Least Restrictive Environment."
   3. "Mainstreaming is a interpretation of Least Restrictive Environment."

   (b) **Planning Skills (list types of skills):**
   1. "What does this child know?"

   (c) **Implementation Skills (specify):**
   1. "Working on specific objectives even very early in the grades in order to help more children back into the typical flow of school progressio
   2. "How much can I get over to the child?"

   (d) **Changed attitudes (describe change):**
   1. "These children need and deserve consideration just as any other student."
   2. "Make child feel a part of group."

4. **Were the workshop materials useful/effective?**

   2 **Very** 1 **Somewhat** ____ **Not at all**

5. **What might have made the workshop more beneficial to you?**

6. **Additional Comments:**
   1. "I feel regular class teachers should have attended the session in preference to special ed. teachers who are already aware of this topic."

APPENDIX F

LETTERS REQUESTING
FORMAL WORKSHOP PRESENTATIONS

UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

December 2, 1980

COLLEGE OF EDUCATION

Rosemarie Gregory
4339 Covington Drive
Charleston, SC

Dear Rosemarie:

I am pleased to inform you that your workshop has been approved for inclusion in the First Step - Preschool Handicapped Institute (0-8 years) at the Hilton Hotel, Myrtle Beach on March 18-20, 1981. A good number of proposals were reviewed, but because of the time and space limitations, just a select few were chosen. The First Step Advisory Committee and I feel that your program will serve as an excellent contribution to the theme "Parenting and the Family." Please inform all presenters in your workshop of their acceptance.

Yours and their fees for registration, the research luncheon, and the cheese and wine gathering will be complimentary because of your presentation. All other expenses incurred will be paid by yourself and others presenting.

Audio-visual equipment will be available to you for your workshop presentation. Please check 24 hours in advance of your workshop or shortly upon arrival at the Hilton Hotel.

I would appreciate receiving a letter of commitment by December 20, 1980. Your session, date and location will be mailed to you after January 1, 1981 so that you can make your travel arrangements.

Thank you for your cooperation. If you have any questions concerning First Step 1981, please feel free to call me at (803) 777-6458.

Sincerely,

Bob/cg

Robert G. Monahan, Ed.D.
Director
First Step-Preschool Handicapped
Institute 1981
College of Education
College of Education, Box 57
University of South Carolina
Columbia, SC 29208

lg

The University of South Carolina: USC Aiken, USC Salkehatchie, Allendale, USC Beaufort, USC Columbia, Coastal Carolina College, Conway, USC Lancaster, USC Spartanburg, USC Sumter, USC Union, and the Military Campus.

FURMAN

Education Department / Furman University / Greenville, South Carolina 29613 / 803-294-2088

December 3, 1980

Ms. Rosemarie B. Gregory
Project HELP
SCDMR, Costal Center
Ladson, SC

Dear Ms. Gregory:

The 1981 SCCEC Convention Program Committee is pleased to inform you that your program proposal title* has been accepted for presentation during the State Convention. There were a large number of proposals submitted and we screened carefully, finding yours to be among the most qualitative.

You will receive a follow-up letter by January to notify you of the date and time of your presentation. If you have any questions or need information, please contact me.

Thank you for your active contribution to the professional growth and development of SCCEC Convention attendees!

Sincerely,

Lesley Ann Wheatley

Lesley Ann Wheatley,
President-Elect
SCCEC Convention Program Committee

jjs

* "Developing a Program for Mainstreaming Pre-School Handicapped Children in a Public School"

APPENDIX G

LETTERS REQUESTING OUTREACH ASSISTANCE
DURING 1981-82 SCHOOL YEAR,
AND COMMENDING PROJECT FOR PREVIOUS OUTREACH ACTIVITIES

JENKINS HILL ELEMENTARY SCHOOL
Route 2, Box 196
Harleyville, S. C. 29448

SAMUEL L. HART
Principal

(803) 462 - 7629

February 10, 1981

Mrs. Rosemarie Gregory
Director, Project HELP

Dear Mrs. Gregory:

I am writing to express my appreciation of Project HELP's contribution to our school's programs, and to request continued staff training through your planned outreach program.

We have benefitted greatly from Project HELP's three years here, in terms of both child progress and inservice staff training. The teacher orientation and training services, which could not otherwise have been obtained, have better enabled our staff to accommodate handicapped students in the regular school programs.

We will continue to use the High/Scope Curriculum in our kindergarten classes, and as much of the other model components as possible after your project's funding period. At this time, we would like to request continued assistance in improving our services to preschool age handicapped children, in our kindergarten classes, and in preparing our first and second grade teachers for the increasing numbers of handicapped students who will be entering their classrooms.

Please let me know how we can support your outreach program. I am looking forward to our continued working relationship.

Sincerely,

Samuel Hart

Samuel Hart, Principal

and initial Boyd Cusomano McCollough

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

COLUMBIA 29201

Charlie G. Williams
State Superintendent of Education

February 19, 1980

Ms. Rosemarie Gregory
Project Director
Department of Mental Retardation
Coastal Region
Jamison Road
Jamison, SC [illegible]

Dear Ms. Gregory:

Thank you for your letter of January 30 concerning Project HELP. Certainly, I am interested in this project which is designed to benefit preschool aged handicapped children. I plan to send a staff member to visit the Coastal Center in the near future (probably in April) in order to observe the program. Our office will contact you in advance in order to arrange a convenient date for this visitation.

We appreciate your interest and efforts on behalf of handicapped children.

Sincerely,

Robert S. Black

Robert S. Black, Director
Office of Programs for the Handicapped

RSB:jvb

P.V.
S.B.
R.C
E.mc

Dorchester County Career Training Center
Route 1, Box 130VS
DORCHESTER, SOUTH CAROLINA 29437

563-2361 873-9614

Rosemarie Gregory, Coordinator
Project Health
Jenkins Hill Elementary
Rt. 2, Box 196
Harleyville, SC 29448

Dear Ms. Gregory:

Thank you so very much for your important and helpful presentation to the DCCTC faculty on Public Law 94-142. Mainstreaming of handicapped persons into vocational education programs is an important responsibility for all vocational educators today; however, most vocational educators are mystified as to how to best work with the handicapped. Presentations by a person like you are one important way for us in vocational education to learn how to meet this challenge.

Your time and efforts at the DCCTC were greatly appreciated and the information that you provided will help us at the Center to do a better job training handicapped students for the world of work. Again, many thanks.

Sincerely,

Wallace

Wallace E. Kizer
Director

caf

APPENDIX H

RESULTS OF PRELIMINARY NEEDS ASSESSMENTS FOR POTENTIAL REPLICATION SITES

STATE OF SOUTH CAROLINA
DEPARTMENT OF MENTAL RETARDATION

COASTAL REGION
JAMISON ROAD
LADSON SOUTH CAROLINA 29456

ERBERT F. CICENIA, ED.D.
SUPERINTENDENT
COASTAL REGION

CHARLES D. BARNETT, PH.D.
STATE COMMISSIONER

TO: Mr. Hart, Principal, Jenkins Hill Elementary School

FROM: Mrs. R. Gregory, Director

RE: Evaluation of needs assessment conducted on 1/8/81

DATE: January 14, 1981

A. General Information

2. Knowledge of laws and regulations related to education of handicapped child.

3. Handling general classroom operations, such as safety and medical problems of the child.

8. Having knowledge of national literature, publications, and nationally-known preschool projects and models.

10. Understanding advocacy for the educational rights and privileges of educational children and youth.

11. Training and supervising paraprofessionals, teacher aides, volunteers, and students.

B. Assessment, Objectives, and Curriculum planning

16. Recognizing, initiating, and referring children for evaluation and assessments.

C. Teacher/Learning Situation

33. Using strategies of madeling, cueing, prompting, fading, and errorless learning.

34. Using appropriate and consistent procedures to decrease inappropriate behaviors.

36. Teaching a child to generalize specific skills to other situations.

STATE OF SOUTH CAROLINA
DEPARTMENT OF MENTAL RETARDATION

COASTAL REGION
JAMISON ROAD
LADSON SOUTH CAROLINA 29456

ERBERT F. CICENIA, ED.D.
SUPERINTENDENT
COASTAL REGION

CHARLES D. BARNETT, PH.D.
STATE COMMISSIONER

39. Knowledge of materials available commercially.

42. Adapting instruction for deaf children.

43. Adapting instruction for deaf - blind children.

45. Adapting instruction for severly/profoundly mentally retarded children.

46. Adapting instruction for blind children.

47. Adapting instruction for multi-handicapped children.

48. Adapting instruction for trainable retarded children.

49. Adapting instruction for cerebral palsied children.

50. Adapting instruction for epileptic children with special medical problems.

53. Developing and interpreting records and information on a child.

E. Teacher Involvement with Parents

56. Implementing a program for parents; selecting appropriate ways for parents to be in educating their child.

57. Assessing parental needs for co-operative goal setting in the child's program of parent involvement activities.

F. Administrative Area

72. Adapting equipment and facilities.

75. Working with parents.

STATE OF SOUTH CAROLINA
DEPARTMENT OF MENTAL RETARDATION

COASTAL REGION
JAMISON ROAD
LADSON SOUTH CAROLINA 29456

ERBERT F. CICENIA, ED.D.
SUPERINTENDENT
COASTAL REGION

CHARLES D. BARNETT, PH.D.
STATE COMMISSIONER

TO: Mrs. Dantzler, Dorchester County Council

FROM: Mrs. R. Gregory, Director of Project HELP

RE: Evaluation results of needs assessment conducted on 1/20/81

DATE: January 28, 1981

A. AREAS OF GENERAL INFORMATION
3. Handling general classroom operations, such as safety and medical problems of the child.

11. Training and supervising paraprofessionals, teacher aides, volunteers, and students.

B. ASSESSMENT, OBJECTIVES, AND CURRICULUM PLANNING
17. Using the task analysis process to establish instructional sequences.

C. TEACHING/LEARNING SITUATION
41-50 Adapting instruction for deaf children

" " " deaf blind children

" " " orthopedically handicapped children

" " " blind children

" " " multi handicapped children

" " " trainable retarded children

" " " cerebral palsied children

" " " epleptic children with special medical problems

STATE OF SOUTH CAROLINA
DEPARTMENT OF MENTAL RETARDATION

COASTAL REGION
JAMISON ROAD
LADSON SOUTH CAROLINA 29456

ERBERT F. CICENIA, ED.D.
SUPERINTENDENT
COASTAL REGION

CHARLES D. BARNETT, PH.D.
STATE COMMISSIONER

TO: Mrs. Fox, Head Teacher, Dorchester County Child Development Center

FROM: Mrs. R. Gregory, Director

RE: Needs assessment evaluations completed on 1/7/81

DATE: January 14, 1981

A. AREAS OF GENERAL INFORMATION

2. Knowledge of laws and regulations related to education of handicapped child.

11. Training and supervising paraprofessionals, teacher aides, volunteers, and students.

12. Selecting or using or adapting specialized equipment for the handicapped child; e.g., special chairs, eating utensils.

B. ASSESSMENT, OBJECTIVES, AND CURRICULUM PLANNING

15. Using the assessment data and evaluation reports to set up individual prescriptive educational programs.

16. Recognizing, initiating, and referring children for evaluation and assessments.

17. Using the task analysis process to establish instructional sequences.

20. Planning programs in areas of language.

C. TEACHING/LEARNING SITUATION

30. Teaching and maintaining attending behavior with a group of children.

46.
48.
49. Adapting instructions for blind, trainable and cerebral palsied children.

STATE OF SOUTH CAROLINA
DEPARTMENT OF MENTAL RETARDATION

COASTAL REGION
JAMISON ROAD
LADSON SOUTH CAROLINA 29456

ERBERT F. CICENIA, ED.D.
SUPERINTENDENT
COASTAL REGION

CHARLES D. BARNETT, PH.D.
STATE COMMISSIONER

C. cont.

55. Using evaluation to improve program.

E. TEACHER INVOLVEMENT WITH PARENTS

56. Implementing a program for parents; selecting appropriate ways for parents to be involved in educating their child.

58. Contacting parents on a regular basis.

APPENDIX I

RESULTS OF SOUTH CAROLINA STATEWIDE SCHOOL READINESS TESTING

DISTRICT: DORCHESTER
03

SCHOOL: JENKINS HILL EL

MACK LAKEYSHA	31030220480	41
NEALS SUSAN	31030221080	60
OLIVER MITCHELL	31030111680	83
ROSS DANIELLE K	31030111880	82
SALISBURY JERRY	31030220980	61
UTSEY MICHELLE	31030220780	66
WE DON RAMON	31030220680	65
WILLIS CHRISTIN	31030112380	87

INCOMPLETE DATA (SCORED BELOW 88 WITH MISSING DATA)

NAME	ID	SCORE
BRYANT LAKEITH	31030222480	87
MACK PATRI	31030221380	64
NEALS ARDIS	31030221180	71
TAYLOR BYRON	31030220880	73
WHITE TYHESSIA	31030220580	64
WILSON ELIZABET	31030220280	64

STATISTIC	SCORE	STATUS	NUMBER	PERCENT
MEAN SCORE	83.3	READY	25	53
MEDIAN SCORE	88.0	NOT READY	16	34
LOWEST SCORE	41	INCOMPLETE	6	13
HIGHEST SCORE	105	(NOT READY)		